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ABSTRACT

This bibliography contains reviews of more than 250 audiovisual materials in eight subject areas related to nutrition: (1) general nutrition; (2) life cycle; (3) diet/health and disease; (4) health and athletics; (5) food - general; (6) food preparation and service; (7) food habits and preferences; and (8) food economics and concerns. Materials include charts, posters, filmstrips, games, kits, slides, transparencies, audio-cassette tapes, coloring books, study prints, flannelboard sets, records, and books. Within each subject area, titles are grouped according to age or grade level of intended audience. (Author/SA)

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Nutrition Education Resource Series No. 9

NATIONAL NUTRITION EDUCATION CLEARING HOUSE

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AUDIOVISUALS FOR NUTRITION EDUCATION

Revised April 197

National Nutrition Education Clearing House (NNECH)

provides a wide range of services for nutrition educators including. . .

Nutrition Education Resource Series

Teaching/counseling materials and background references have been compiled for use by the nutrition educator. The listed resources are available from a variety of sources such as federal, state and local agencies, educational publishers, professional associations, food industry, educational institutions and individuals. Printed and audiovisual materials and periodical articles are included. Every item has been reviewed by a qualified nutritionist and judged to contain accurate information. The publication date, cost and ordering information are given for each item, and the subject matter is described briefly.

Available compilations in this series are: 1) *Elementary Teaching Materials and Teacher References;* 2) *Pregnancy and Nutrition;* 3) *Nutrition Education, K-12 Teacher References, Concepts, Theories, and Guides;* 4) *Secondary Teaching Materials and Teacher References;* 5) Aging and Nutrition; 6) *Basic Nutrition Facts;* 7) *Weight Control and Obesity;* 8) *Vegetarians and Vegetarian Diets;* 9) *Audiovisuals for Nutrition Education;* 10) OUT OF PRINT; and 11) *Infant Nutrition and Feeding.*

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The NNECH collection includes materials reviewed in the *Journal of Nutrition Education* and other relevant nutrition education resources. The collection consists of more than 8,000 materials including books, journals, pamphlets and audiovisual aids. Materials are bibliographically described, abstracted, evaluated and arranged in about 90 subject categories. The clearing house is available for reference use by Society for Nutrition Education members living in or visiting the San Francisco Bay Area.

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Two publications—one for the professional, one for the layperson—guide people toward reliable nutrition resources. Each pamphlet lists organizations, books, other publications, and guidelines for judging reliability of sources of information. The leaflets are suitable for distribution in quantity to professional or lay groups, public libraries, bookstores, etc., as well as to individuals.

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The *Journal of Nutrition Education (JNE),* published quarterly, is the official journal of the Society for Nutrition Education, *JNE* has something for every interest, covering: current or controversial topics; innovative teaching methods, programs and ideas; background factors; news and views; and reviews and resources for effective nutrition education. Several special supplements and reprints originally published by *JNE* are available. These include: extensive annotated bibliographies on *Food Habits, Methods and Kinds of Nutrition Education,* and *Nutrition Education and the Spanish-speaking American;* special reports on *National Nutrition Policy* and *The Nutrition Council as a Tool for Change;* and *Proceedings of a Symposium — Nutrition at the Undergraduate and Master's Degree Level.*

For further information and order forms write to:

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AUDIOVISUALS FOR NUTRITION EDUCATION

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Nutrition Education Resource Series No. 9

The audiovisual materials in this bibliography were published in 1974 through 1978, and were reviewed in the Journal of Nutrition Education by nutrition education specialists. Information provided on source, cost, and availability of the materials has been updated.

More than 250 reviews are grouped into eight subject areas. At the beginning of each review the level of the intended audience and form of material is indicated. Within the subject areas, titles are clustered by age/grade level of the intended audience. The contents are indexed by title, and there is a cross-reference list for all foreign language materials.

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National Nutrition Education Clearning House (NNECH)

PS = Preschool	P = Primary	E = Elementary	I = Intermediate
S = Secondary	C = College	A = Adult	G = General

General Nutrition

PS, E **Visual**

Key Nutrients in Foods, 1976. From Professional Health Media Services, Inc., P.O. Box 922, Loma Linda, CA 92354, 8 bulletin board nutrient characters, approx. 15" high, full color, $3.50 plus $1.00 shipping and handling.

Looking for bulletin board display material? These eight nutrient characters representing carbohydrate, protein, fat, vitamins A, B and C, and the minerals iron and calcium could be the basis of many colorful displays. Each nutrient portrays one reason why it is needed by the body, e.g., a rotund "fats" catches a baseball and sports the sign "supply energy". Made of lightweight card, the characters would appeal to preschool and elementry school youngsters.

P **Audiovisual**

Nutrition, 1974. From Clearvue, 6666 Oliphant Ave., Chicago, IL 60631, set of four color filmstrips with cassette or 33⅓rpm record (manual or automatic signals): **Meat Foods,** 62 frames, 9 min.; **Milk Foods,** 63 frames, 9 min.; **Vegetable-Fruit Foods,** 63 frames, 9 min.; **Cereal and Bread Foods,** 55 frames, 9 min.; teacher's guide and script, 31 pp., $52.00 per set; $15.95 per title.

Designed to familiarize primary grade level students with the Four Food Groups, this filmstrip series uses a "Nutrition Trio" with magical powers to teach youngsters the importance of each food group to a balanced diet. In each filmstrip, the Trio focus on the health functions of each food group. Some oversimplification leads to inaccuracy, such as the statement that "proteins from meats contain iron and vitamin B-12." Educators may also wonder about the wisdom of allowing the Trio to "follow food through the bodies of the people they secretly help," including exiting through pores in the skin and the pupils of the eye. The filmstrips do present clear basic information on nutrients and food groups for a primary audience.

P **Audiovisual**

Nutrition for Children in the Primary Grades, 1976. From the Polished Apple, 3742 Seahorn Dr., Malibu, CA 90265; a set of 3 color filmstrips with cassettes (manual and automatic signals); **Break the Fast,** 45 frames, 7 min.; **The Nutrient Express,** 52 frames, 11 min.; **George Gorge and Nicky Persnicky,** 60 frames, 12 min.; teacher's guide, 1 p.; $69.75 for the complete set (Calif. residents add 6% sales tax).

Cartoon characters teach the importance of starting the day with breakfast, featuring traditional and nontraditional foods, in "Break the Fast". The clearly stated message and brilliant colors should appeal to preschoolers as well as primary school children.

Children are introduced to the Four Food Groups in "Nutrition Express" as cartoon characters travel aboard a colorful steam engine through a fantasy "Land of Nutrients". The Four Food Group characters sing simple ballads telling of their dietary benefits. The outstanding use of color, music, and images geared to interest children introduces youngsters to nutrition in a delightful, entertaining way.

The story of George Gorge and Nicky Persnicky tells of two children with very bad eating habits: too much and too little, respectively. A visitor from outer space, Dr. Balanced Diet (delightfully concocted from a variety of mouth-watering foods), shows George and Nicky how eating foods from the Four Food Groups can help them to be healthier and happier. Recommended for grades 1-4.

P **Visual**

Nutrition Lesson Plans for the Primary Grades, 1976. From General Mills, Inc. Consumer Center, P.O. Box 1113, Minneapolis, MN 55440, four color posters, 24"x36", **Billy Bread, Millie Milk, Marta Meat,** and **Florrie Fruit and Victor Vegetable,** $1.00 each, or $3.00 for the complete set. Make checks payable to General Mills, Inc.

Sound, appealing activities for introducing the Four Food Groups to grades K-3 are suggested to teachers on the back of these posters which feature foods assembled as collage characters.

Suggested activities listed for each grade are generally suitable for each age level and geared toward developing an awareness of a variety of foods within each group as well as learning something about major nutrients in each group. Simple recipes requiring minimum equipment and preparation are included for each food group along with additional suggested teacher and student resources. The clear outlining of teaching objectives and activities should encourage elementary teachers with minimum nutition training to tackle nutrition education.

P **Audiovisual**

Vita Vittles Win the West, undated (ca. 1974-75). From Marsh Film Enterprises, Inc., P.O. Box 8082, Shawnee Mission, KS 66208, color filmstrip, 48 frames, cassette or record (manual and automatic signals), teacher's guide, 6 pp. foldout, $22.50.

"Ma Nature" teaches the local cowpokes the importance of the Four Food Groups to good health in this cartoon filmstrip. Fabric collage characters set against bold background colors should appeal to the primary school child (K-4) for whom the filmstrip is designed.

The teacher's guide consists of only the filmstrip script and four-item bibliography and includes no followup activities or discussion topics.

P,E,I,S **Visual**

Pencil and Paper Fun to Teach Nutrition, Ruslink, D. and D. Funk, 1978. From Good Ideas Books Co., P.O. Box 116, Gillette, NJ 07933, 23 spirit masters, $4.95, single copy; $4.49, each for two or more copies.

Paper and pencil activities that reinforce nutrition concepts and definitions are the "tour de force" of this spirit master booklet. About half of the activities are geared for kindergarten through third grade use and involve categorizing foods into specific groupings such as animal and plant foods, Four Food Groups, etc.

Six of the spirit masters are geared for high school or college use and relate mainly to nutrient functions and definitions. These are arranged as word scrambles, cryptograms, and hidden message puzzles. The time spent in finding the hidden words may be more fruitfully spent in activities which more quickly reinforce specific nutrition concepts; but for those students who have grasped the concepts and want auxiliary work, these activities may fill the bill. For most teachers, the grade level range of activities will be too broad for them to utilize more than a part of this activity book.

E **Audiovisual**

The Big Dinner Table, rev. 1978. From Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035, film, 16 mm, super 8 mm, or ¾" videocassette, color, sound, 13 min., film guide, 2 pp., purchase, $165; rental, $16.50.

A multicultural approach to learning about nutrition and the diversity of diets around the world is featured. The concept of energy, the roles of vitamins in the body, and the Four Food Groups guide are introduced. The film can be used to complement both health and social studies curricula. It is highly recommended for primary to intermediate grades.

E **Activity**

Energize at Sunrise and **Energy 365**, 1977. From Kellogg Company, P.O. Box 9744, St. Paul, MN 55197, 12 spirit masters and poster game, $2.00 per set.

Energize at Sunrise, a nutrition education kit, and its companion piece *Energy 365*, an educational breakfast game, are designed to introduce children in grades K-6 to basic breakfast nutrition concepts. They are intended to be presented as a 1 to 2 week teaching unit.

Objectives of the program include the following: to identify the Four Food Groups, to explain the importance of nutrition in helping to maintain good health, to define and illustrate a good breakfast, to summarize the importance of eating a good breakfast, and to identify and explain the six kinds of nutrients.

The lessons are presented to the pupils primarily through the use of activity masters; a four-color poster and spirit master "code cards" are needed to play *Energy 365*. Students need some initial information on basic nutrition before beginning the game. Instructions and lesson plan information are given for both nonreaders and readers, and before-class preparation is indicated for teachers.

Objectives of the program may be evaluated through successful completion of activities and spirit masters. Teachers will find this kit useful in developing basic nutrition knowledge and specifically sound breakfast habits among their students. The presentation of *Energy 365* for nonreaders may require some modifications based upon the individual class's ability.

Kellogg's is to be congratulated on its successful effort to keep product bias out of this material and for depiction of only nonbranded unsweetened ready-to-eat cereals, i.e., presweetened varieties not shown, as one of many options for a good breakfast.

E **Audiovisual**

Energy Relationships in My Environment, 1975. From Hubbard Scientific Co., P.O. Box 104, Northbrook, IL 60062; teacher's guide, 294 pp., spiral bound, $50; **Seeking the Source**, color filmstrip, 28 frames with cassette, $20; three **Go and Grow Games**, $26.

Designed for the educable mentally handicapped ages 11 to 16, this is Unit 3 of "Me and My Environment", a multidisciplinary life science program developed by the Biological Sciences Curriculum Study. The unit is divided into three sections. The first is an introduction to energy, the second deals with energy in food, and the third focuses on energy flow through food chains. It is a complete, well-thought-out teaching package. The teacher's guide includes unit goals, objectives and planning guides for each lesson along with teaching strategies. Activities are designed for discovery learning and involve both individual and group action. Nutrition education is presented in the larger framework of an ecological system with food's role as a source of energy the primary focus, although activities such as the Go and Grow game also cover food selection on a Four Food Group basis. The abstract concept of energy is made understandable through simple scientific experiments such as building a tin can colorimeter and burning food samples to measure heat release.

Much of the program seems appropriate for children grades 5-7, in addition to educable mentally handicapped age group for which it was designed. Parts of the package can be ordered separately, but only a few such as the game and the filmstrip could be easily incorporated into other curricula. (The total unit, including all supplies right down to test tubes and Petri dishes can be purchased for $450.)

E **Audiovisual**

Food-1,2,3,4, 1976. From Handel Film Corp., 8730 Sunset Blvd., West Hollywood, CA 90069, film, 16 mm, color, sound, 14 min.; study guide, 1 p.; purchase, $210; rental $21. Available in English or Spanish narration.

A traditional Four Food Group approach is used in this film designed for elementary school use. In addition to showing a wide range of foods, the film discusses the major nutrients supplied by each group. Prior teaching activities to familiarize students with nutrient terms would benefit their understanding of the film.

The subject of snacks is discussed and alternate snack choices are offered—one from the Four Food Groups and the other generally from a high sugar food. One alternative grouping, potato chips and granola, might represent less than a clear-cut choice for many nutritionists. Possible implications to dental and general health of a high-sugar diet are never discussed.

E **Visual**

Food Groups Bulletin Board Characters, 1975. From Professional Health Media Services, Inc., P.O. Box 922, Loma Linda, CA 92354, 6 bulletin board cutouts, approximately 24"x14", full color, $3.50 per set, plus $1.00 handling and shipping.

Lightweight cardboard cutouts depict the Four Food Groups featuring food with faces, plus a boy and girl figure carrying food and a "Food for Good Health" caption. Printed Spanish captions for the Four Food Groups are enclosed seperately. Cutout flags can be added to the Four Food Group pictures which indicate the specific number of servings reccommended, except for the milk group which merely states "some for everyone". This attractive colorful display unit seems durable and reasonably priced. Elementary teachers will find it useful.

E **Activity**

Food... Your Choice, 1977. From National Dairy Council, 6300 North River Rd., Rosemont, IL 60018, nutrition education curriculum: Level 1 (Kindergarten-Grade 2), Level 2 (Grades 3-4), Level 3 (Grades 5-6); each set includes program overview and scope and sequence chart; teacher/leader guide, 46-70 pp.; booklet on student materials, with 23 to 37 student activity spirit masters; posters; cardboard food models, 30 student handouts, plus additional material; $75 per set or $30 for each level. Contact the local Dairy Council concerning availability of this material.

"Why do I eat? What do I eat ? Where does my food come from? When and how much do I eat?" These are some of the questions that are answered in one of the most comprehensive materials yet prepared for teaching nutrition to children in kindergarten through elementary school.

Food... Your Choice, truly a nutrition learning system, is designed in three levels. The first level sets the foundation by introducing nutrition concepts which increase in complexity at the second and third levels. Interdisciplinary and multiethnic materials for teachers and children include unit overviews, student activities, evaluation instruments, metric conversion charts, suggested references, posters, and pictures. Take home materials link classroom instruction with food practices at home. The only missing ingredient is the food itself. Even this is dealt with through good suggestions for using the school food service of bringing food from home.

To introduce the materials to the teacher, a two hour workshop is given. This is arranged through the local Dairy Council. Hopefully, this requirement will not deter its use.

E **Audiovisual**

The Great Food Show, Kraft Foods, undated (ca. 1974). From Modern Talking Picture Service, Inc., 2323 New Hyde Park Rd., New Hyde Park, NY 11040, 16 mm color, sound film, 15 min., free loan.

This film uses the Food Council of America four food groups nutrition awareness symbol and brings it to life by a skit about each food group. Cartoon animation is very well done, interspersed with real-life sequences of children enjoying good health and good food. Familiar characters such as Red Riding Hood are used; Buffalo Bill becomes "Vegetable Bill" when he discovers there are "no more buffalo-burgers" at his favorite restaurant. Along with the entertainment is a sound nutrition message about the importance of variety in food and the nutrients provided by the four food groups. There is no "product message." Recommended for elementary students.

E **Audiovisual**

Health: Decisions for Growth, 1977. From Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, NY 10017, Levels 1 through 6, student and teacher's texts, avg. price $5.00 (wholesale school price); filmstrips (two per level) with audiocassette or 33⅓ rpm record (manual and automatic signals), $48 each.

The orientation of this "total" multimedia health education program tends to be affective rather than cognitive, with factual information used to illustrate and/or elaborate health concepts in four basic areas or environments: personal, physical, social, and cultural.

As with many programs that attempt to do everything (the publisher's advertising brochure states that the material covers "all major health areas"), the product lacks depth and actual content is thin. However, the teachers' editions of the textbooks contain good supplementary activities and references that can augment the program and add flesh to the skeleton.

Some nutrition material ranging from simple questions and statements on the need for food to a discussion of the complex subject of the diverse influences and motivations behind individual eating habits appears at each grade level. Emphasis is continually placed on the importance of making nutritionally sound food choices. Lacking are good references to the multi-cultural aspects of food, and illustrations tend to be of the trite bacon-and-eggs and hamburger genre.

The books are attractively printed and lavishly illustrated with a pleasant mixture of realistic photographs and clever drawings. The sound/filmstrips are similarly well done although, for this reviewer, the effort to make them entertaining seemed to obscure rather than enhance the message in some.

E **Audiovisual**

Making of a Champion, 1978. From Sunrise Educational Media, P.O. Box 69750, West Hollywood, CA 90069, film, 16 mm, color, sound, 12 min., film guide, 1 p., purchase, $200; rental, $20.

A strong focus on children, their actions and values, and a deemphasis on dialog distinguish this film from others on food selection. Admonished to take good care of a newly purchased puppy by giving him the "right foods" and "plenty of exercise," a young girl becomes more aware of her own nutritional needs as she cares for her pet. The girl's efforts to improve her own eating habits and fitness influence others in her peer group when she demonstates her fitness by winning a foot race against some boys.

The film is an excellent springboard for discussions on values and attitudes in relation to food selection. The eight to nine-year olds in the film model behavior that elementary audiences should easily identify with. The emphasis on both physical activity and good eating habits makes the film useful for many classroom and recreational settings.

E **Visual**

The Nutrition Bulletin Board Kit, Hull, C., 1977. From Hullcraft, 7087 E. Peakview Pl., Englewood, CO 80110, 21 pp., $3.95.

While teachers of grades 1-6 would probably welcome new bulletin board ideas for teaching nutrition, this packet is not the complete answer. The problem lies not in the individual lesson plans and visuals themselves, but the accompanying background nutrition information which is simplistic and sketchy and contains some misinformation such as gelatin being described as an excellent source of protein. A proliferation of questionable statements and inferences fails to tell the whole story. Carbohydrate is pictured as a sugar cube. It is inferred that carbohydrate and fat should be eaten sparingly while protein does only good.

The kit includes lesson plans to accompany each of the eight bulletin board designs with discussion questions and work-sheet practice activities. Answers are provided.

This teaching idea has potential but this kit is not recommended with its present content.

E **Audiovisual**

Nutrition for Young People, 1976, 1978. From Guidance Associates, 757 Third Ave., New York, NY 10017, set of four color filmstrips, each with cassette or 33⅓ rpm record (manual and automatic signals): No. 1—**Why People Eat What They Do,** 104 frames, 15 min., teacher's guide, 28 pp.; No. 2—**What is Food,** 74 frames, 11 min., teacher's guide, 21 pp.; No. 3—**How Food Becomes Part of You,** 84 frames, 14 min., teacher's guide, 27 pp.; No. 4—**What Food People Need,** 102 frames, 14 min., teacher's guide, 31 pp.; No. 5—**Food: From Source to You,** 78 frames, 13 min.; No. 6—**Vitamins and Minerals,** 93 frames, 18 min.; series price, $173.70; individual program, $28.95. Add state and local sales tax.

Designed for grades five through eight, this series presents nutrition as an interdisciplinary, personal subject. The viewer is introduced to photosynthesis and food chains, factors affecting food choices, digestion and tissue formation, nutrients and calories—their source and function, the Four Food Groups, and the reasons for eating a varied diet. Each program is designed for use as an introduction to discussion questions and related activities found in the accompanying teacher's guide. The guides also contain summaries of the filmstrips and filmstrip scripts as well as non-behavioral student objectives and series goals.

This series is imaginatively done, with photographs of excellent quality and in language students will understand. The nutrition content is sound. None of the subjects can be or are covered in total detail, and thus the students will require additional instruction for more complete learning.

E **Audiovisual**

Nutrition: You Are What You Eat, 1976. From Barr Films, P.O. Box 5667, Pasadena, CA 91107, film, 16 mm, color, sound, 10 min., 1 p. discussion guide attached to film cannister; purchase, $160; rental, $16.

A light-hearted, cartoon approach to teaching the Four Food Groups, major nutrient contributions from each group and nutrient functions is used in this sound film suitable for grades 1 through 5. The film also briefly discusses digestion and stresses selecting a variety of foods from the Four Food Groups for balanced meals. Useful discussion questions are included in the film guide, but no references are included.

E **Audiovisual**

Public Service Announcement on Child Nutrition, FACUS, 1974. From Marion Scarborough, Chairman, Child Health Committee, Florida Association on Children Under Six (FACUS), 7117 Crane Ave., Jacksonville, FL 32216, 16 mm film, color, sound, 30 seconds, $10.00 per print.

A delightful film spot begins by showing young children enjoying foods from each of the Basic Four Food Groups. A simple children's song accompanies the visual part, and the emphasis is "we are what we eat." The spot concludes with the message that wise food selection contributes to a child's good health and shows children at play enjoying that health.

The message is necessarily brief but very effective. It is highly recommended for showing to parents, teachers, day care personnel, and others responsible for child care. It could be used either in a small or large group setting—a workshop or clinic—or as a TV spot. The committee responsible for producing this spot is to be congratulated not only for a first-class nutrition message but also for arranging to share the spot with others by making it available for a very reasonable price.

E,I **Audio**

Nutrition Workshop, Edson, A. R., and A. M. Goldstein, 1978. From Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520, 12 self-study nutrition lessons including 3 audiocassettes, 10 self-study workbooks, 16 pp., 1 teacher's guide, 12 pp., $27.

Part of *The Body Workshop,* a series of tapes which guide students through anatomy and nutrition lessons plus sequential exercise experiences, this nutrition component teaches sound principles, but may prove difficult for some

students to follow. The nutrition workshop misses the mark by not having a visual part to accompany the self-study guide. Maintaining interest in a topic through audio contact and workbook exercises alone is not easy. Words such as calorie, deficiency disease, and basal metabolism would be much easier to understand with a visual component. Exercises such as word scrambles and crossword puzzles may interst students but do not serve as sufficient reinforcement for the information conveyed on the audiocassettes.

This series might best be used as an adjunct tool to reinforce teacher-directed learning on basic nutrition and menu planning. The first six units seem most appropriate for use in grades 4 to 6; the other lessons are suitable for intermediate grades.

E,I,S **Audiovisual**

Nutrient Needs, 1978. From Encore Visual Education, Inc., 1235 S. Victory Blvd., Burbank, CA 91502, color filmstrip with audiocassette (manual and automatic signals), 59 frames, 12 min., teacher's manual, 8 pp., $21.

A nutrient approach to nutrition education teaches the functions of the five nutrient groups and shows food sources of those nutrients. The concept of interrelated nutrient functions is introduced to reinforce the need for eating a balanced diet. Some of the humor may be confusing to young students. For example, while discussing minerals, one frame shows a caricature of a toothy politician with the voice-over "without calcium we couldn't have elections." Some errors also mar the audiovisual, for example, classifying para-amino-benzoic acid (PABA) as a vitamin that protects the body against sunburn.

It is suggested that the material be used in science, health, and home economics classes from elementary through secondary grades. However, it is difficult to know for what audience level this filmstrip is really appropriate. While the humor requires a more sophisticated audience for comprehension, the cartoon characters might be considered too childish by adolescents. The amount of information given and its complexity, however, seem to favor use with an older audience. Additional learning activities will be needed to clarify the many concepts conveyed.

I **Audiovisual**

Eating Right With Harv and Marv, 1976. From Alfred Higgins Productions, Inc., 9100 Sunset Blvd., Los Angeles, CA 90069, film, 16 mm, color , sound, 10½ min., study guide, 1 p., purchase $160.

Two cartoon figures watch real boys and girls eating a picnic lunch with their teacher. She discusses the Four Food Groups with them, and the children evaluate their lunches to see if foods from all four groups are represented. One boy's chocolate bar sandwich (which he made himself) leads to a discussion of sweets and sugar's harmful effect on their teeth.

The children are later shown making selections from a snack cart. They remember the teacher's discussion as they choose nutritious snacks of fruit, nuts, and fruit juice.

If peer influence affects the 5- to 8-year-old, many youngsters may follow better snacking patterns after viewing the film.

I **Audiovisual**

Food, Energy and You, rev. 1978. From Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035, film, 16 mm, 8 mm, or videocassette, color, sound, 19 min., film guide, 2 pp., purchase, $295; rental, $29.50.

Energy storage and release in plants and animals is the focus of this film. The conversion of food to physical energy through the ADP-ATP system is depicted through the use of simplified food molecule models. The amount of information conveyed is considerable, and although the abstract concept of energy conversion is simplified and visualized, additional classroom activities will be needed to reinforce these concepts. The 1978 version features a new solar energy sequence. Recommended for intermediate and junior high grades, teachers should preview the film carefully to determine whether classes are developmentally ready for the abstract concepts shown.

I **Audiovisual**

Food to Live and Grow, 1975. From BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, CA 90404, film, 16 mm, color, sound, 13½ min., purchase, $195; rental, $15.

All the negative stereotypes of nutrition education are in this film: a scientist in white lab coat, rat experiments, entreaties to eat foods "good for you," etc.

In between sequences showing the progress of rat feeding experiments, elementary school children are shown eating, trading and throwing away portions of their school lunches. A central figure consistently disdains and throws away his vegetables. This repeated negative action would seem to deter good eating habits, not motivate them!

Geared for an elementary to junior high audience, the film's traditionalist approach to nutrition education is sound but uninspired.

I **Audiovisual**

The Nutrition Series, 1974. From McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020, set of six color filmstrips, each with a cassette or record (manual and automatic frame change): No. 1—**Why You Eat,** 60 frames; No. 2—**Digestion: You Are What You Eat,** 60 frames; No. 3—**Waldo Learns About Nutrition:** Part 1—**Fats, Carbohydrates, Proteins,** 61 frames; Part 2—**Minerals and Vitamins,** 64 frames; No. 5—**Filling Food Needs,** 58 frames; No. 6—**The Art of Balance: Controlling Body Weight,** 52 frames; teacher's guide, 14 pp.; $115 per set with cassette or record.

After viewing this series, junior high students should have a better understanding of the various roles food can play, how food is digested, the major nutrients—their sources and general functions, the Four Food Groups, varying individual nutrient needs and weight control. Summary and repetition are effectively used throughout for greater retention of information, and individual self-tests are given at the end of some of the filmstrips for more active learning. The nutrition content is sound except for a few minor problems with the emphasis of sweets as one good source of carbohydrates or the classification of pizza with poor snack foods. An attempt has been made to include children of various ethnic backgrounds, and the doctor pictured is a woman. The accompanying guide contains summaries of the filmstrips as well as student objectives (non-behavioral), suggestions for the filmstrips' use, and supplemental activities.

I **Audiovisual**

What's Good to Eat? rev. 1978. From Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035, film, 16 mm, 8 mm or videocassette, color, sound, 15 min., purchase, $225; rental, $22.50.

Food selection from the Four Food Groups is stressed to provide the body with its nutritive requirements. This 1978 revision includes refined models to depict nutrient interactions at the cellular level and uses the Four Food Groups guide to demonstrate food selection in several situations. The film is appropriate for intermediate and junior high grades.

I **Audiovisual**

You and Your Food, no date. From Walt Disney Educational Materials Co., 800 Sonora Ave., Glendale, CA 91201, 16 mm film, 8 min., purchase $150 or one-time rental $10. Spanish version **Tu y los Alimentos,** $150 or one-time rental $10.

The well-known Walt Disney character, Jiminy Cricket, "narrates" this lively, cartoon-style, color film. It briefly covers sound nutrition concepts—the importance of food to the body, the need for a varied diet, and how to eat wisely. Five food groups are advised—meat, cereals, vegetables, fruits, and dairy foods (dairy foods include, in this film, eggs and butter). There are discussion questions which follow the film.

The Spanish version includes a package of additional information: a film guide, vocabulary list, Spanish narrative and

English translation of the Spanish narrative.

You and Your Food will almost certainly catch the attention of children in upper elementary and intermediate grades. The Spanish version can be used in beginning Spanish classes for adults, as well as with Spanish-speaking young children.

Also available: *You and Your Food,* filmstrip, 68 frames, approx. 7½ min; with record or cassette $27.

I,S **Audiovisual**

How a Hamburger Turns Into You, rev. 1978. From Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035, film, 16 mm, 8 mm, or videocassette, color, sound, 19 min., film guide, 2 pp., purchase, $280; rental, $28.

The complexities of protein metabolism and synthesis are simplified and visualized with wooden models to show the work of DNA, messenger RNA, transfer RNA, and ribosomes to synthesize protein. The protein synthesis model has been revised, and new children have been filmed. Recommended for intermediate and junior high level, the film is also suitable for older audiences.

I, S **Audiovisual**

Meet What You Eat, 1976. From Dept. of Corporate Affairs, Esmark, Inc., 55 E. Monroe, Chicago, IL 60603, film, 16 mm, color, sound, 19 min., teacher's guide and activity packet with four spirit masters, free on loan; teacher may keep printed materials.

Basic nutrition facts are discussed by a computer robot in this cartoon film, intended for grades 4 to 10. The robot displays the Four Food Groups on his built-in screen, and the foods sing a song advocating eating foods from the Four Food Groups every day. Each group discusses its nutrient contributions to the diet, giving some indication of their functions in the body. Historical vignettes are inserted into the discussion of each group, e.g., drawings of Pastuer at his microscope as the process of pasteurization is explained briefly during the discussion of the milk group.

In addition to the Four Food Groups, an "everything else" category is included which dwells on some of the most sweet, "gooey" desserts this reviewer has ever seen. Its image should be especially impressionable to the young mind.

Sometimes a teaching opportunity is left hanging as when the robot calculates the food value of a meal consisting of a hamburger, French fries, "shake" and banana split, but fails to point out the nutrients lacking in the meal. The accompanying materials do allow for effective follow-up activities to reinforce the concepts conveyed. The material is suitable for intermediate to junior high school levels.

I, S **Visual**

Vitamins and Minerals in Your Body, 1974. From Vitamin Information Bureau, Inc., 664 N. Michigan Ave., Chicago, IL, 60611, poster 34" by 22", color, $3.00.

Twenty-six vitamins and minerals are listed, their U.S. RDAs (if established) given, and functions and sources are described on this easy-to-read chart. A labeled diagram of the body is included in the chart, which helps to explain nutrient function. The food sources pictured are labeled when necessary and are limited to single food items. Some inconsistencies occur—e.g., giving egg yolk as a source for iron, but whole egg is given for vitamin A. No distinction is made for types of meat, and thus the reader would not learn that pork, for example is an excellent source for thiamin. However, overall this is a helpful resource for use in teaching nutrition to intermediate grades and older students. It helps stress the need for food variety in the diet in order to obtain the necessary vitamins and minerals.

I, S **Audiovisual**

Vitamins From Food, rev. 1978. From Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035, film, 16 mm, super 8, or videocassette, color, sound, 18 min., film guide, 2 pp., purchase, $270; rental, $27.

The reenactment of the drama surrounding the discovery that certain foods could cure scurvy and beriberi leads to a discussion of vitamin functions and food selection to provide adequate vitamins. New model sequences demonstrate how vitamin B-1 works in body cells, and new scenes show how to make daily food choices using the Four Food Groups guide. The film is recommended for intermediate grades and above.

I,S,C,A **Visual**

Comparison Cards, 1974. From National Dairy Council, 6300 North River Rd., Rosemont, IL 60018, 60 cards, 8½"x11", color; teacher's guide, 28 pp; 2 spirit duplicating masters, $5.50.

Fifty-seven bar graphs illustrate the nutrient content of commonly eaten foods, scaled as a percentage of the U.S. RDA per serving. Eight nutrients are featured plus calorie values. A "blank" bar graph is provided from which additional food cards can be constructed. The teacher's guide offers background information, objectives, generalizations, references and activities on food value, meal planning, food purchasing, and weight control.

Like previous versions, this should prove to be a very useful and versatile aid for teaching nutrient values of foods, nutrition labeling, and the relationship of nutrients to energy value and price. Every nutrition educator should have a set. It is highly recomended for groups from intermediate school age through adult, for consumer education, patient counseling, and many other uses.

I,A **Visual**

The Micronutrient Unit, 1977. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, full color poster, no. 308, 16½" x 21", $3.00, bulk prices available.

Fresh, unprocessed food sources of twelve vitamins and four minerals are pictured and identified. All of these foods provide at least 10% of specified micronutrients per U.S. RDA serving. The flip side is full of additional information on source, function, discovery, and stability of micronutrients plus a brief discussion on such topics as enrichment, supplements, and U.S. dietary trends. Print size requires close-up reading; language level is appropriate for intermediate grades through adult.

S **Audiovisual**

Balance, Balance, Balance..., Chiquita Brands, Inc., 1975. Available free on loan from Modern Talking Picture Service Film Libraries, 2323 New Hyde Park Rd., New Hyde Park, NY 11040, 16 mm, color, sound, 14 min.

A confused picture of youth, food, music, fun, and activity leaves no clear-cut message with viewers of this film. The entire "dialog" is in song, and the words are often difficult to understand.

About half of the film consists of flashbacks to earlier eras—the "roaring '20s," the ice-cream parlor of the '40s, the rock and roll scene of the '50s, etc. "Today's" scene takes place at a picnic, and here the songs focus on eating a balanced diet and variety of food—but just what a balanced diet means is never made clear. Bananas are available along with other fruit at the picnic table, and large models of bananas are tossed around by frolicking youngsters. It is difficult to recommend the film for nutrition education purposes because so little nutrition information comes across.

S **Audiovisual**

Nutrition—What's In It For You, 1974. From J.C. Penny Co., Educational Relations, 1301 Avenue of the Americas, New York, NY 10019, teaching kit, color filmstrip with cassette, 31 min.; student activity sheets, 3-6 pp. per unit; user's guide, 2 pp.; $18 or free loan from local J.C. Penny store maintaining educational libraries.

Suitable for self-study or for group use at the high school level, this teaching kit is divided into five units. Topics covered include identifying food and nutrition attitudes, influences in eating patterns and food habits, evaluating dietary needs, weight control and nutrition labeling.

While many of the student learning activities are well thought out, the filmstrip visuals accompanying four of the

five units often do not reinforce the spoken message and seem a weak part of the kit. However, the dialog conveys sound nutrition information in an exceptionally lively manner.

Teachers will have to assess the student's knowledge base before assigning the unit for self-study. An inquiry approach is used whereby students find answers to questions, sometimes in the unit, sometimes beyond it.

The units offer many imaginative learning activities learning activities, using approaches to appeal to the teenager's curiosity, such as a detective game "The Case of the Hiding Calories". The flexible design and clear directions permit the use of one or all units in many teaching situations, e.g., in classroom or clubhouse.

S,C **Visual**

Food for Health, 1976. From Center for Science in the Public Interest, 1757 S St., N.W., Washington, DC 20009, four colored posters, 18" x 24", **Eat Whole Grains, Breast Milk is Best, Eat Real Food—Avoid Artificial Coloring, Even A Strong Body Can Be Diseased,** $2 per poster, $6 per set.

This is a "mixed bag" of visuals. A loving tender mother and infant scene in the *Breast Milk is Best* poster certainly evokes different emotions than the wild-eyed, multi-armed scientist busily adding color additives to foodstuffs in the *Eat Real Food—Avoid Artificial Coloring* poster. One can hardly remain neutral about this poster, and it should stimulate vigorous class discussion about additives.

The design and warm colors of the *Eat Whole Grains* poster is especially inviting, and the poster message is one generally supported by nutritionists. The strongman poster, *Even A Strong Body Can Be Diseased,* is more controversial. It pinpoints diseases and contributing dietary factors, but one could assume the dietary factors were being labeled as causes, e.g., diverticulosis is labeled along with "lack of fiber"; heart disease is listed with "too much fat and cholesterol."

The design of the posters makes an instant impact. Controversial implications of some of the posters should be a major discussion point needing teacher guidance, when they are used in the high school or college classroom.

S,C,A **Audio**

Understanding Nutrition, 1977. From Soundwords, Inc., 56-11, 217 St., Bayside, NY 11364, 2 audiocassettes, approximately 50 min. each, purchase $17.90.

A moderator interviews Victor Herbert in this comprehensive overview of basic nutrition and current nutrition topics. Considerable emphasis has been placed on food fads, nutrition quackery, and the Dietary Goals for the U.S. The straightforward presentation of controversial contemporary nutrition topics should act to stimulate group discussion and inspire other nutrition education projects. Teachers of senior high school, college level survey, or current topic nutrition courses might find this resource useful.

Because of the length of this program and the considerable number of topics covered, a supplementary printed script would add to its educational versatility.

Also available, same source: **Vitamins and Minerals,** 1977, audiocassette, approximately 50 min., purchase, $8.95.

This tape also features an interview format with Victor Herbert, but more scientific and technical jargon is used.

S,A **Audiovisual**

Big Problems for Little People, Guthrie, H. and Guthrie, G., 1975. From The Pennsylvania State University, Audio-Visual Services, Special Services Bldg., University Park, PA 16802, 16 mm, color, sound, 23 min., purchase $290, rental $14.

Diets of Philippine children in two types of communities, a hilly farming community and a fishing village, are compared in this film. Agricultural practices centering around the cultivation of rice and sweet potatoes are shown along with the effects of this largely vegetarian diet upon children's growth and health. Healthy breast-fed infants are compared with youngsters weaned onto the rice--sweet potato diet.

The film dramatically shows the effects of poor nutrition and lack of proper sanitation on growth, physical appearance and mental developement of young children. Advanced stages of marasmus and kwashiorkor are pointed out as well as vitamin A deficiency symptoms—skin disorders and xerophthalmia.

Because of its approach to diet in relation to agricultural and cultural practices, the film would be appropriate for social studies and science classes as well as nutrition classes. Recommended for high school through adult audiences.

S,A **Audiovisual**

Food for Life: The Basic Four, 1975. From Tupperware Education Services, Tupperware Home Parties, Orlando, FL 32802, four filmstrips, color, each with cassette with automatic and manual frame change: *Bread and Cereal Group,* 61 frames, 13 min.; *Meat,* 73 frames, 17 min.; *Milk,* 63 frames, 13 min.; *Vegetables and Fruit,* 66 frames, 13 min.; four overhead transparencies; recipe booklet, 95 pp., teacher's guide, looseleaf, ring binder; $12.95 per set.

These filmstrips show a colorful variety of foods within each of the Four Food Groups. The narrative gives some nutrition information with practical and useful information on food selection and storage integrated. Very little emphasis is on "product message." The filmstrips cover quite a bit of information.

The conceptional framework of the filmstrips—nutrition, selection, and storage—is explained in the teacher's guide, as suggestions for using the aid, teaching/learning experiences, student activities, and printed filmstrip scripts.

The set is good value for the price and contains sound information. A number of nutrition and consumer economics experts are listed as consultants.

S, A **Visual**

Guia Para Comer Mejor/A Daily Guide for Good Nutrition, USDA, Food & Nutrition Service, 1974. From Government Printing Office, Washington, DC 20402, color poster, 21" by 32", order no. FNS-116, 35¢.

Designed primarily for Spanish-speaking people, this bilingual poster shows the Basic Four Food Groups. Drawings of foods representative of each group are included and are individually identified in both Spanish and English. The number of servings recommended from each group for various ages is also given.

Foods familiar to Hispanic-Americans—e.g., tortillas, peppers, pinto beans—are emphasized, and the chosen foods generally are considered good value for money. Although it doesn't have tremendous eye-appeal, this poster helps fulfill a specific need for material designed for Hispanic-Americans. The pictures and labels are quite small, which limits its use to small-group situations or display where the poster can be viewed from a close distance.

S,A **Visual**

Guide to Good Eating, 1977. From National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018, full color poster, 42 1/2" x 22", leader's guide, 16 pp., 75 cents; miniature poster in English or Spanish, 11" x 6", 5 cents each.

Those familiar with the previous edition of this classic should welcome the fourth revision. Foods selected to illustrate the Four Food Groups are attractively photographed and now include more low-cost, ethnic and packaged foods. The bread-cereal group is renamed the "grain group." Condiments, oils, dressings and desserts are for the first time depicted as "others," but they are not given status as a fifth group, either by name or visual emphasis.

The format is horizontal, for greater ease in use. The poster is folded so that one group at a time can be revealed for display. On the back, nutrient information is given: a list of 10 leader nutrients required on nutrition labels, sources and major functions of each.

A well-planned leader's guide outlines how to use the poster to teach food selection according to both the food group and nutrient approaches. Thus it ties in with nutrition labeling education programs. Extensive background information is giv-

en for the leader on foods and nutrients, but a clear explanation of the scientific basis for the guide is unfortunately lacking. The excellent teaching ideas include specific objectives, activities, supplementary resources, a pretest and a food inventory form. The tool is highly recommended for consumer education at adult and secondary levels.

S,A **Visual**

Key Nutrients and Health, Griffiths, M. and J. Voichick, 1975. From University of Wisconsin Extension, Agriculture Bulletin Bldg., 1535 Observatory Dr., Madison, WI 53706, **Vitamin A** and **Vitamin C,** two 17 pp. spiral bound booklets, $4.00 each plus postage.

These flip-chart booklets concentrate on vitamins sometimes found marginal in American diets. They present important points about the selection, storage and preperation of foods containing these vitamins.

Designed for use by professionals or lay teachers, the booklets are plain and simple, although the message is not always clear. Some background information for the lay teacher is included on the flip sides of the charts, but more detail would have been helpful.

The flip-chart format, durability, and delightful illustrations make these booklets excellent visual aids to use with small groups or individually. Suitable for teenage and adult audiences.

S,A **Activity**

March of Dimes Super-Marketer Nutrition Quiz, 1974.
From National Foundation/March of Dimes, P.O. Box 2000, White Plains, NY 10602, or contact local March of Dimes office for possible loan; light-up quiz board, 12″x12″, self-standing, $10.50 (includes batteries).

A light-up quiz board suitable for display in classrooms, waiting rooms, supermarkets or other public places provides instant reinforcement for learning in a manner equally appealing to adults and adolescents.

Fourteen multiple-choice questions test knowledge of food sources of nutrients and caloric values of foods. The exhibit has bright colors and attractive line drawings.

S,A **Visual**

Nutrition Facts to Guide Your Food Choices, 1975. From Cereal Institute, Inc., 1111 Plaza Dr., Schaumberg, IL 60195, poster, color, 14½″x21¼″, free.

This poster represents one industry's effort to combine product information with consumer-oriented nutrition facts applicable to other foods. The front side briefly explains the goal of nutrition labeling and presents an example of such labeling found on breakfast cereal packages. On the reverse side, various types of ready-to-eat and hot breakfast cereals are defined and promoted and examples given.

S, A **Activity**

Nourish: The Nutrition Card Game, Pfeifer, C. and M.S. Snaith, 1975. From Fun with Food, P.O. Box 954, Belmont, CA 94002, deck of 144 cards, color, washable, 30 pp. instruction booklet; $9.00.

The cards are divided into eight color-coded suits, each representing a "leader" or "indicator" nutrient. Each card shows a food, its energy value, and percentage of U.S. RDA for the particular nutrient. A total of 32 foods is used. The instruction booklet briefly discusses these nutrients, explains the U.S. RDA and summarizes in table form the information on the cards. Directions for 11 games are given, including method of play and nutritional lesson to be learned. Most are based on familiar games such as old maid, gin rummy, and bridge.

The game could easily tie in with instruction on nutrient and energy value of foods, the U.S. RDAs, and nutrition labeling. Suitable for junior high age through adult, the games should be appealing and entertaining as well as informative.

S, A **Audiovisual**

Nutrition i..., The Sugar Association, Inc., 1976. From West Glen Films, 565 Fifth Ave., New York, NY 10017, film, color, sound, 26½ min., teacher's discussion guide, 12 pp., 30 copies of "The Nutrient Game," 11″x17″, "Food—From Nature to Nutrition," poster 25″x35″, free on loan (teacher may keep collateral materials). Available for purchase from the Sugar Association, 1511 K St. N.W., Washington, D.C. 20005, $85.

The gamut of ideas presented in this film—food as a source of energy, a means of survival, and a supplier of nutrients—can serve to introduce many nutrition education concepts to high school audiences. The film is relevant to many fields of study such as health, biology, nutrition, home economics and consumer education.

The film is beautifully produced and uses various modern cinematography techniques to put across its message of *moderation* in food intake and *balance* in eating a variety of foods as the keys to "good nutrition". The film has no product message although biases toward sugar are noticable in the accompanying teacher's guide. While some of the guide's information is loosely worded and/or outdated, e.g., references to "Minimun Daily Requirements," many useful suggested projects are included.

The accompanying poster illustrates steps in the transportation of food from its raw state to the supermarket shelf and is a useful teaching tool, but the nutrient game seems geared to an elementary school audience. This package should prove to be a popular "free loan."

S, A **Visual**

Nutrition Scoreboard, Center for Science in the Public Interest, 1974. From Center for Science in the Public Interest, 1755 S St. N.W., Washington, DC 20009, color poster, 18½″ by 24½″, $1.75.

This chart uses an innovative system that describes the relative nutritional value of common foods by assigning them a numerical score. A food gains points for protein, unsaturated fat, starch and naturally occurring sugars, five vitamins, two minerals, trace elements and fiber. Points are subtracted for saturated fat, a fat content higher than 20% and added sugar and corn syrup. Scores range from +189 to -98.

While the chart admirably emphasizes comparative nutritional quality of similar foods (e.g. two breakfast cereals or two protein sources), the rating system gives little overall guideline for food selection for balance and variety of the diet. The user may be left with a false sense of security that eating only the high-score foods would result in a nutritious diet. Perhaps supplementary teaching on the ways to select a balanced diet would overcome some of the problems, e.g., the scoring system could be used to teach selection of wise choices *within* the Basic Four Food Groups.

This chart is colorful and attractive and would probably be referred to frequently. It is one approach to food selection that should be supplemented with other teaching approaches.

S,C **Audio**

Sense and Nonsense About Vitamins, Stare, F.J., 1975. From Spenco Medical Corp., P.O. Box 8113, Waco, TX 76710, cassette tape, approx. 20 min., $9.50.

On this tape, discussion of the functions, sources and role in health of vitamins and answers to common questions are presented. Vitamin C and the common cold and vitamin E and heart disease are discussed—with emphasis on possible harmful effects of large intakes. A diet based on the four food groups is recommended. Although brief, the tape offers good general information on vitamins and could certainly be used to spark further discussion, for example with groups of secondary students or adults.

S,C,A **Visual**

Energy: Our Food and Our Needs, Travis, S. and B. Fry, undated (ca. 1974). From Media Services, Visual Communications Group, 412 Roberts Hall, Cornell University, Ithaca, NY 14853, 65 color, 35-mm slides, 25 pp. spiral bound illustrated script and activity guide; $14.75 per set; additional scripts, $1.00 each.

Carbohydrate, protein and fat—their food sources, digestion, and functions—are discussed in this slide set. It is intended for presentation in two or three

parts. Suggested discussion topics and individual participatory learning activities are included in the script.

Several popular diet plans receive attention, and emphasis is given to the effects of regimens advocating an imbalance of carbohydrate, fat, and protein intake. Terms such as "ketosis" and "Basal Metabolic Rate" are defined and used. This orientation would make it particularly suited to high school science classes, introductory or nonmajor college nutrition courses, or with adult weight reduction groups. It is very well done.

C,A **Audiovisual**

Foodene, 1976. From Audio-visual Services, The Pennsylvania State University, University Park, PA 16802, videocassette, ¾" U-matic format, color, 59 min., purchase, $140; rental, $11. Restricted distribution within Pennsylvania; unrestricted showing elsewhere. Individual segments reviewed: **Nutrients and Nutrient Labeling,** 8 min.; **Obesity,** 8 min.; **Protein and Meat Substitutes,** 7 min.; purchase, $55 each; rental, $7 each.

Foodene is composed of six segments presenting information to consumers on general nutrition and specialized topics. The three segments reviewed used straightforward "talk" with good visuals and dramatized sequences for topical coverage of nutrients, labeling, obesity, and protein and meat substitutes. The amount of information presented in some of the segments is quite concentrated and would require some knowledge of nutrition for complete comprehension.

In addition to being useful for public television presentation, the series or segments might be useful for teaching college courses, training paraprofessionals, and for use in clinics.

Other segments of the series, same source and prices, are: **Dietary Fat and Heart Disease,** 11 min.; **Reducing Diets,** 8 min., and **Vitamins,** 12 min.

C,A **Audiovisual**

Food and Nutrition Seminars for Health Professionals, 1975. Theresa A. Demus, Public Information Specialist, Consumer Programs, DHEW, Food and Drug Administration, Rockville, MD 20852, ½" reel-to-reel, video tapes, black and white, avg. running time approx. 45 min., subjects and presenters: Our Responsibility, Demus, T.A.; Food Facts and Misinformation, Herbert, V; General Labeling, Strand, R.; Nutrition Labeling, Stephenson, M.; Foods for Special Dietary Uses, Forbes, A; Nutritional Quality of Food, Adkins, J. (Protein Quality) and B. Harland (Mineral and Fiber Quality); Food Additives, Ronk, R. and C. Kokoski (Toxicological Review of Additives); Sanitation and Food Safety, Baker, K.S.; Food and Nutrition Seminar Study for Health Professionals, 47 pp., softcover. The entire series, or parts, are available on free loan to professionals from the Consumer Affairs officer in the nearest regional FDA office. Seminar materials are on sale at the National Technical Information Service, 2585 Port Royal Rd., Springfield, VA 22161.

Developed as a prototype program by the Food and Drug Administration (FDA) for the continuing education of health professionals, these videotaped seminars provide current information on FDA's food and nutrition-related activities and ideas for disseminating this information to others.

The seminars are planned as complete packages with videotaped lecture workshop outline, bibliography, resource material packet, and in some cases accompanying audiovisual material. The course was designed for a 2-hour program period with the lecture followed by workshop activities and discussion.

While video tapes lack the spontaneity and feel of a "live" lecturer, much useful information has been imparted in this seminar series, although the quality of the presentations vary.

The resource material and bibliographic information in the materials accompanying each lecture are useful for college level and continuing education classes.

C,A **Audio**

Nutrition, Course 1, Postgraduate Education Series, American Society of Bariatric Physicians, 1974. From American Society of Bariatric Physicians, 333 W. Hampden, Suite 307, Englewood, CO 80110, kit containing 11 cassette tapes (14 hours), notebook, 42 pp., spiral bound, pre- and postcourse exams, each 1 p., mimeo, $130.00 prepaid.

This series is based on a short course for physicians given by Sheldon Margen, M.D., Professor of Human Nutrition, University of California, Berkeley. The subjects of the lectures include body composition and energy; evaluation of nutritional status; the nutrients; nutritional management of obesity and hyperlipidemias; and general questions and answers. The approach in the lectures is clinically oriented, the information up to date, the style varied and well-presented. The notebook gives a brief outline of each lecture, useful for prestudy or review purposes. The pre- and postcourse exams give the range of scores obtained by those who took the "live" course.

Since there is little nutrition material specifically directed to physicians—and a well-known lack of nutrition in medical curricula, this self-learning kit is a welcome resource. It could be used for small group seminars, large group learning, and by individuals.

A **Audiovisual**

Food for Life, Cederquist, D.C., and D.R. Romsos, 1976. From Marketing Division, Instructional Media Center, Michigan State University, East Lansing, MI 48824, a series of 20 half-hour color videotapes available in ¾" cassette or 2" tape; workbook, 103 pp., softcover, $3.50; rental rates for 20 units for use on a single campus, $490 (¾" cassette); $817 (2" tape); rates for single units and purchase prices are also available. A specially prepared 60-minute video cassette overviewing the series is available for three-day preview for $5.00 plus postage.

A comprehensive short TV course in nutrition has been developed by Professor Cederquist that would be appropriate for use in adult or paraprofessional education, at junior college level and for non-nutrition majors. Topics covered range from "What is Food?" to programs on individual nutrients, weight control, meal planning, food safety, labeling, additives and special nutrient needs for children and older people.

Cederquist is the personable presenter of much of the information; additional faculty members take part in discussions on specialized topics. The student workbook can be used in conjunction with the series, and reading assignments are included for the text *Introductory Nutrition* by Guthrie.

The videotapes alone might also be suitable for use on public and commercial television, as well as closed-circuit systems.

A **Audio**

The High Fiber Diet—A surgeon's appraisal by Robert A. Buyers, 1977. From Audio Learning, Inc., 1308 DeKalb St., Norristown, PA 19401, audiocassette, 60 min., purchase, $9.00.

Recorded from a presentation given to hospital food directors and dietitians, this program has a clinical emphasis. The high fiber diet theories of Dennis Burkitt are reviewed and supported. Dietary fiber epidemiological relationships to certain disease patterns, medical theories, and clinical evidence are presented in support of altering general Western food preferences. Some of the clinical evidence is anecdotal.

Recommended as a starting point for increasing fiber in the diet is the avoidance of the "two white powders"—refined sugar and white flour. Those health professionals not familiar with the foundations for renewed interest in dietary fiber may find this program of interest.

A **Visual**

Nutrition: Energy and protein, Unit XIII-A, Undergraduate Teaching Project in Gastroenterology and Liver Disease, 1978. From Milner-Fenwick, Inc., 2125 Greenspring Dr., Timonium, MD 21093, 35mm color slides, 68 slides, supplemental text, 36 pp., $86.25.

This teaching unit is one of many subtopics in a well-conceived series in

gastroenterology and liver disease developed by the American Gastroenterological Association for use in medical schools. While each unit explores areas of human alimentation, only three are labelled "nutrition": 1) Energy and Protein, 2) Vitamins and Minerals, and 3) Alcohol.

This unit features slides, illustrations of the slides, a brief accompanying text with some references for each slide, and some case-study materials. A major goal of the program is flexibility of instruction. Most of the information in the slides of this unit is clearly depicted and concisely discussed. Imparted concepts include principles of body composition; energy intake and expenditure; extremely basic concepts of food composition; calories derived from carbohydrate, protein, fat, and alcohol; and metabolism. The unit provides a variety of informative slides covering protein requirements, utilization, retention, and catabolism. The unit ends with dietary fiber and an inexplicably brief, unsatisfying brush with obesity, which probably deserves a unit of its own. Some slides are overly simple, both in terms of holding the intended students' interest and in understating certain aspects of a problem.

All objections aside, the material is commendable because it builds upon key concepts; is easily recalled due to well-designed, colorful graphics; and should prove useful for medical school coursework or the introductory college nutrition class.

A **Audiovisual**

Our People, Our Families, Food and Agriculture Organization, 1976. From UNIPUB, Box 433, Murray Hill Station, New York, NY 10016, color filmstrip, 85 frames, script booklet with pictures, 24 pp., $8.00.

Population growth in Ghana is placed in perspective with economic and agricultural development within that country. Future needs are analyzed in terms of trained health care personnel, food production and economic development if population growth continues at the current rate.

While the primary emphasis of the filmstrip is on population control, the interrelationship of food production, nutrition, health services, education and economic growth is clearly illustrated. This would be a useful material for training community nutrition and health professionals and paraprofessionals intending to work in developing countries.

A **Visual**

Vitamin-Mineral Reference Wheel, 1977. From Vitamin Information Bureau, Inc., 664 North Michigan Ave., Suite 1010, Chicago, IL 60611, 9" x 9" color folder with revolving disc, 4 pp., $3.95.

Information emphasizing vitamins, but also pertaining to other nutrients, and their functions, sources, and deficiency symptoms, is packed into this durable and attractive folder with a wheel disc that shows information in a view area. Other sections of the folder feature questions commonly asked about vitamins and supplementation, additional vitamin information, nutrition resources, and background on the Vitamin Information Bureau.

While this educational guide appears to be intended for a variety of users, much of the information is presented in a technical manner. The information is accurate and comprehensive and therefore useful as a ready reference for nutrition educators and other nutrition practitioners.

G **Visual**

Every Day Eat the 3-2-4-4 Way, 1978. From National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018, color poster, 56" x 16½", 5 joined panels, teacher guide, 2 pp., 75 cents; poster also available as a minature, 22" x 6½", 5 cents.

To reinforce the Four Food Guide concept, this teaching tool has spaces for writing in foods, main nutrients, and the major functions of those nutrients under each of the food groupings. The minature poster can also be used as a take-home material for posting as a daily reminder of good eating habits.

G **Visual**

Food Models, 1974. From National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018, photographic, full-color, life-size, die-cut models; Set A, 146 models, $5.50 per set; Set B, 58 models, $4.00 per set; teacher's guide, 16 pp., included with either set.

This improved color photo set includes new snack, ethnic and cultural foods, such as pizza, taco, tortilla, black-eyed peas, and bagel. The back of each food model contains information on nutrient content, percent of U.S. RDA, and percent of the 1974 RDA for a girl, 15 to 18 years. The nutrient values are based on prepared foods. Joules as well as calories are given.

The teacher guide suggests learning activities for all grade levels and adult groups in areas of general nutrition, nutrition labeling, weight control, dental health, and the metric system. The set will continue to be an excellent aid in nutrition education programs for many situations.

G **Visual**

Goals for Good Eating, 1978. From Community Nutrition Institute, 1146 19th St., N.W., Washington, DC 20036, color poster, 18" X 24", $1.50.

Designed to translate the Dietary Goals for the U.S. into easily understood information, the poster calls for eating more vegetables and fruit, whole grain breads and cereals, legumes, fish, and poultry. Eating less processed meat and foods high in cholesterol, sugar, and salt is also recommended. Many foods are illustrated in the "eat more of" and "eat less of" groups. The poster could be used as a teaching tool and is attractively designed to enhance kitchen, classroom, or clinic walls. Type is fairly small and cannot be read from much distance.

G **Visual**

Guide to Good Eating Transparencies, 1977. From National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018, five color transparencies, 8" x 10", $80 per set.

These are the transparencies used to produce the Guide to Good Eating food group poster (reviewed J. Nutr. Ed., 9:140, July–September 1977) recently redesigned by the National Dairy Council. The color reproduction is first class, but the high cost of these transparencies may prohibit their extensive use as a teaching tool in this format.

Life Cycle

I,S **Audiovisual**

Food to Live On, 1978. From Tupperware Home Parties, Educational Services Dept. FLO-8, Box 2353, Orlando, FL 32802, 3 color filmstrips: **The Independent Twenties,** 70 frames; **The Changing Forties,** 82 frames; and **The Maturing Years,** 74 frames, with audiocassettes (manual and automatic signals), 10–12 min., 3 leader guide/script booklets, 24 pp., wall chart, **America Cannot Live By Junk Food Alone,** 22" x 28", $14.95.

Nutrient needs through the adult life cycle are explored in this learning kit. Designed for use in grades 7 through 12 and for young adults, the leaders' guides outline teaching objectives, give background information, suggest discussion questions and learning activities, and provide master activity sheets that can be reproduced for classroom use. Attitudinal as well as cognitive objectives are indicated. A variety of learning activities is presented with excellent reinforcing materials geared to facilitate informed personal decision making.

The guides would have been enhanced by the addition of suggested reading and other sources, as insufficient background is given for many activities. However, nutrition and consumer educators should find these low-cost materials useful in a variety of formal and informal educational settings.

S **Audiovisual**

Before You Take That Bite, Bessie, D., 1974. From Film Fair Communications, 10900 Ventura Blvd., Studio City, CA 91604, 16 mm film, color, sound, 14 min., purchase $200, rental $20.

Along with depicting what are considered poor eating habits in teenagers—skipped breakfasts, sweet snacks,

"junk" foods, etc.—this film emphasizes health problems which may result from such habits. However, it fails to offer many positive alternatives. Fresh foods are strongly recommended over processed, and the relative nutritive values of certain foods are somewhat confusingly depicted by assigning them a numerical score (which appears to be based on a food "rating" system originally published as *Nutrition Scoreboard;* see review in *J. Nutr. Educ.*, 6:31, January-March, 1974.). Yet the viewer is not left with a clear plan to aid in selecting a nutritionally adequate diet. The film often moves slowly and raises many unanswered questions. If the film is used with a teen audience, the teacher or leader should critically preview it (as with all audiovisuals) so that these problem areas can be handled in the classroom activities that follow.

S **Audiovisual**

Food for Life, rev. 1978. From Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035, film, 16 mm, 8 mm, or videocassette, color, sound, 21 min., film guide, 2pp., purchase, $300; rental, $30.

Four teenagers from diverse backgrounds suffer malnutrition stemming from insufficient food intake, poor food choice, or overconsumption of calories. The film examines the food choices of the four teens—two living amidst a plentiful food supply and two with limited food resources. New sequences in this revision demonstrate how to select a balanced diet according to the Four Food Groups. Information on protein from vegetable sources discusses amino acids but fails to discuss amino acid complementarity. The film is suitable for teenage audiences.

S **Visual**

Parenthood Education Program (PEP) Kit, 1978. From National Foundation/March of Dimes, Box 2000, White Plains, NY 10602, or contact a local March of Dimes Chapter, 20 copies each of 2 fact books: **Food for Thought . . . and Eating, Inside Your Body . . . Inside Your Head;** 40 copies each of two comic books: **The Junk Food Blues, Days of Change;** 39 information cards; two teacher's guides; wall charts: **Food Power is Baby Power, Your Pregnancy Checklist, Born Healthy,** 16" x 20½", **How a Baby Grows,** 16" x 60", $30.

Easy-to-read material, some of it in comic book or "soap opera" format, characterizes this educational package on teenage pregnancy. Two "strands" or major themes are highlighted: strand one stresses good nutrition with special emphasis on the mother and unborn child; strand two stresses the psychological and physiological changes during pregnancy. Each strand features a fact book in comic book format that is accompanied by a set of 15 information cards and a comic book. The cards extend the information in the fact book, and the comic book reinforces the basic educational messages of the strand. Both the fact books and comics are noteworthy for their supportive, understanding treatment of adolescent pregnancy that encourages personal expression of feelings and fears. A few errors mar the quality of the information cards, for example, the assertion that 100 years ago babies got scurvy because milk was boiled. Also, the stress on protein in the diet to assure proper brain cell development becomes slightly oversimplified in equating brain cell development and "smartness." However, this educational kit should go far in reaching lower level readers and in opening up free discussion of problems and concerns of adolescent pregnancy and childbearing. The materials could be used to help all adolescents learn good nutrition and health care.

S,A **Audiovisual**

Breastfeeding: A Special Closeness, 1977. From Motion, Inc., 4437 Klingle St., N.W., Washington, DC 20016, 16 mm or ¾" videocassette, color, sound, 23 min., purchase $285; rental, $40 for three days; Super 8 also available for purchase, $290.

Speaking simply and effectively, this warm supportive film addresses common questions people have about breastfeeding. People from different lifestyles, backgrounds, and economic levels tell how they have successfully adjusted to a nursing infant. The benefits of breastfeeding, both nutritionally and psychologically, are pointed out in a very low-key manner by parents and pediatric and nutrition authorities.

Although the film spends little time discussing nutrition for the lactating mother, it is of primary use as a motivational tool to nutrition educators working with pregnant women. The audiovisual should be useful in many situations, such as in WIC and other maternal and child health clinics, in pediatricians' waiting rooms, in teenage parenting programs, and in training health professionals and paraprofessionals.

A **Audiovisual**

The Breastfeeding Experience, 1978. From Parenting Pictures, R.D. 1, Box 355B, Columbia, NJ 07832, film, 16 mm, videocassette, or super 8; color, sound, 24 min.; teacher's guide, foldout 18" X 17"; purchase, $255 (films), $275 (videotape and super 8); rental, $36 for three days. Canadian prices slightly higher. For further information contact City Films, LTD., 376 Wellington St., W. Toronto, Ontario M5V 1E3.

Personal breastfeeding experiences of 20 mothers testify to the rewards of breastfeeding and the mother-child bonding experience. Intended to introduce expectant parents to the breastfeeding experience, the film might deter rather than motivate some women. Problems recounted by several of the women who tell of their initial experiences with breastfeeding may be overemphasized. The film would be helpful for couples who have already decided on breastfeeding. It does deal with common breastfeeding problems such as comfortable positions for breastfeeding, emotional stress, the let-down reflex, sore nipples, and the mechanics of breastfeeding. No information about the mother's diet during lactation is given.

The teacher's guide features a large diagram on one side showing the basic physiology of the breast, which would be useful in small group discussions of the lactation process and the let-down reflex. Discussion topics, review questions, some background information, and a brief bibliography are also featured in the teacher's guide.

S,A **Audiovisual**

Butterick Child Care Series, 1977. From Butterick Publishing Co., 161 Sixth Avenue, New York, NY 10013, 4 units: prenatal, infant, toddlers, preschoolers, each including four filmstrips, avg. 70 frames, with audiocassette or 33⅓ rpm record (automatic and manual signals); teacher's guide, 32 to 38 pp.; 12 spirit masters; each unit, $85; $275 complete set.

Based on the fact that parenting skills are not inherent, but can be learned, this comprehensive series does a fine job of discussing the emotional, physical, and environmental needs of the child from conception to age six. Suitable for use in consumer education and parenting classes at high school and adult levels, nutrition is one of the many topics covered in the series.

In the prenatal care unit, topics such as mother's diet and deciding whether to breast or bottle feed are covered. The Four Food Groups concept is used as the basis for discussing nutrition at each developmental stage. The infant care unit fails to mention developmental readiness when discussing the introduction of solid foods, suggesting instead that ages 3 to 6 months are the usual time for introducing solids such as iron fortified cereals.

Generally, however, the nutrition information is sound, although not covered in great depth in each unit. In addition to being useful for parenting classes, parts of the series might also be used for training nonprofessional staff in child-care centers.

S,A **Visual**

Components of Weight Gain During Pregnancy, 1976. From WIC Program, Maternal and Child Health Bureau, State Dept. of Health and Environmental Sciences, Helena, MT 59601; one flipchart, 8½" x 11", 12 pp., spiral bound; 50 patient handouts, 2 pp.; $6.00.

The reasoning behind the 24-28 pound weight gain recommendation for pregnancy is explained in terms of desirable pound increases for the various compo-

nents involved: baby, placenta, blood volume, breast tissue, etc. Each visual of the flipchart is accompanied by an explanatory script to be read by the counselor in use with small groups or individuals. The patient handout sheet gives the entire script and a grid for plotting weekly weight gain at home. The explanation should help impress mothers-to-be that pregnancy is not a time to attempt weight reduction.

S,A **Audiovisual**

Food and Nutrition, set No. 2 in *Child Development and Child Health* series, 1975. From Parents' Magazine Films, Inc., Dept. "F," 52 Vanderbilt Ave., New York, NY 10017, set of 5 color filmstrips, each with 10 pp. audio script booklet and cassette or record (manual and automatic signals): No. 1—*The Foundation of Health,* 60 frames; No. 2—*Good Nutrition Before Birth,* 47 frames; No. 3—*The Balanced Diet,* 60 frames; No. 4—*Nutrition; Good and Bad,* 56 frames; No. 5—*Judging For Yourself,* 47 frames; discussion guide, 4 pp., $65 per set with records or cassettes.

The filmstrip series is designed for use with parents-to-be. This sound and appealingly photographed series could be used in sequence or each as a self-contained unit. Emphasis is given to proper diet during pregnancy and lactation in Numbers 2 and 3. The filmstrips also cover basic nutrition concepts, nutrition problems, how to find reliable nutrition resources, and practical information on family food habits. Thought-provoking questions are suggested in the discussion guide.

The series would be a valuable teaching tool in clinics and schools for teenage and adult audiences as well as for in-service training of professionals and paraprofessionals. Myron Winick, M.D., Director of the Institute of Human Nutrition, Columbia University, acted as adviser for this unit.

Other units in the Child Development and Child Health series are **Health and Safety, Play and Self-Expression,** and **Love and Identity.** Individual units are all the same price.

S,A **Audiovisual**

Food to Grow On: Nutrition from newborn through teens, 1977. From Tupperware Home Parties, Educational Services, P.O. Box 2353, Orlando, FL 32802, three color filmstrips with audiocassettes (automatic and manual signals); **Nutrition Begins When You Do,** 64 frames, 12 min.: **From Toddler to Twelve,** 66 frames, 12 min.: **The Teenager vs. Nutrition,** 68 frames, 11 min.; one audio script booklet, 32 pp.; Teacher Guide, 20 pp.; duplicating master book, 12 pp.; $14.50.

This program provides information on good nutrition and child development while examining the nutritional needs and eating patterns of children as well as some of the emotional implications and consequences of food choices. The learning activities related to each filmstrip are individual written exercises and suggested discussion questions, both of which emphasize personal experience. Values clarification techniques are used throughout the program to encourage participants to examine their own existing system of attitudes and beliefs. The notion of "right" or "wrong" answers is avoided, and group leaders are encouraged to choose program components relevant to a particular group.

Some statements, such as the following example, are unsupported or ambiguous and will need clarification. "Typically, one of the first things her obstetrician will do is recommend a change in her diet. According to popular myth this is because she is now eating for two. But most obstetricians know that it's usually because the mother-to-be probably hadn't been eating right for one!"

Parents and potential parents should find this a stimulating program which may well lead them to seek further nutrition information. Suggested activities are also appropriate for secondary level consumer and health courses as well as WIC and EFNEP education programs.

S,A **Audiovisual**

Healthy Mother, Healthy Baby, 1975. From Alfred Higgins Productions, Inc., 9100 Sunset Blvd., Los Angeles, CA 90069, film, 16 mm, color, sound, 16 min., study guide, 1 p., purchase $240.

Special dietary needs of women during pregnancy are discussed by recognized medical and nutritional experts in this film. The dietary requirements of pregnant teenagers are emphasized along with the importance of choosing snack foods from the Four Food Groups to meet total nutrient needs. Tips on shopping for low-cost protein-rich foods are also given.

The positive outlook of healthy mothers filmed should be reassuring to young women during their first pregnancy. This is an excellent film for both teenage and adult audiences. Unfortunately, the roles of fathers have been completely overlooked in the film.

A **Audiovisual**

Infant Nutrition, Parts 1 and 2, 1977. From Fairview General Hospital, Dept. of Audio-Visual Communication, Room AA 4567, 18101 Lorain Ave., Cleveland, OH 44111, film, 16mm or ¾" videocassette, color, 20 min. each part, 8-page foldout patient leaflet, purchase, $395, (film), $245 (videocassette); rental, $55 (film) and $40 (videocassette) per week. Prices are available for individual purchase or rental of Part 1 or 2.

An information-packed educational film this is; an audience-grabbing, easy-to-grasp audiovisual this is not! This effort to educate parents about prenatal and infant nutrition is too much like a college level short course in those subjects to be effective with many audiences. The narrator/teacher gives a fast delivery on a great deal of complex information. The overall effect could be bewildering rather than enlightening. The patient leaflet is well-organized and repeats the main points of the script.

Part 1 focuses on nutrient needs during pregnancy. Infant digestion and nutrient needs are also discussed. Part 2 discusses bottle and breastfeeding, nutrient needs of the lactating mother, and the introduction of solid foods. Some live shots are included to break the narrator's delivery, but no live shots of breastfeeding are shown. Few ethnic groups appear to be represented. In short, this infant nutrition material provides too much information, too fast, with an often pedantic delivery.

S,A **Audiovisual**

Inside My Mom. 1975. From National Foundation/March of Dimes, P.O. Box 2000, White Plains, NY 10602, or available on loan from local March of Dimes offices; color filmstrip or 35-mm slides, 75 frames, cassette (manual or automatic signals), 7¾ min., teaching guide, 20 pp., $15/slides, $10/filmstrip. Also available in Spanish version: **Dentro de Mi Mama.**

Designed primarily for an adolescent audience, this audiovisual uses a cartoon fetus to "tell it like it is" inside Mom. The message comes through loud and clear that a mother's diet is very important to the unborn child.

The humor of the filmstrip and appeal of the cartoon character introduces the topic of nutrition and pregnancy to adolescents in an easy, agreeable manner. The visual could be used in schools, clinics and waiting rooms, but the material is only an introduction to the topic and must be used along with follow-up discussion. Its light-hearted approach would appeal to adults as well as adolescents.

S,A **Audiovisual**

La Nutrición Prenatal, 1976. From Maternal and Child Health, Dept. of Health Services, 714 P St., Room 355, Sacramento, CA 95814, 60 color slides with cassette, Spanish narration, 10 min., Spanish scripts and English translation provided, $75, free preview or loan.

A happy new mother shares with viewers knowledge on prenatal nutrition she gained during her pregnancy. Six food groups are recommended as a means for obtaining needed nutrients. Member foods, stressing Mexican-American and Latino dietary practices, number of servings and the general functions of some nutrients are presented. A sample daily diet translates these food group recommendations into meals. The presentation concludes with a brief mention of average weight gain and continued nutritional needs during lactation. Professionals will

find it a welcome supplement to patient education efforts in clinic, classroom or waiting room settings.

S,A **Visual**

Nutrition For a Healthy Pregnancy (No. 3207), 63 pp., flipchart, and **Food For a Healthy Mom and Baby** (No. 3206), 4 pp., take-home guide/**Nutrición Para Un Embarazo Sano** (No. 3207s) and **Alimentos Para Mantener Sano y La Madre y Bebe** (No. 3206s), Burrill, S.L. and M.E. Hall, 1976. From Agricultural Sciences Publications. University of California, 1422 Harbour Way South, Richmond, CA 94804, $2.00 per set. Quantity prices are available on request. Make check payable to Regents of University of California.

The flipchart conveys information in clear direct language; the importance of nutrition, weight gain, use of supplements, salt intake, food selection, etc. A Daily Food Guide for Pregnancy is used in explaining how nutrient needs can be met; based on the Four Food Groups, it provides added emphasis to the nutrients of particular importance during pregnancy. Each food group is discussed in some detail, including member foods, number and size of servings, nutrients provided and nutrient function. Breast feeding is encouraged, and an adjusted Daily Food Guide is recommended for meeting nutrient needs during this period. The take-home piece summarizes information from the flipchart and includes a copy of the Daily Food Guide and a food inventory form. Both pieces are simply and attractively illustrated.

The materials should prove helpful to professionals and paraprofessionals in counseling pregnant women.

S,A **Audio, Visual**

Nutrition for Those with Special Needs, Randell, J., and C. Olson, 1976. From Mailing Room 7, Research Park, Cornell University, Ithaca, NY 14835, flipcharts, spiral bound, one on pregnancy, one on feeding the baby, $7.50 each; lesson plans and handouts, $4.50; professional resources on infant nutrition, $5.30; complete package, $23.75.

The several components of this package integrate a complete maternal and infant nutrition education program. The review provided in the professional resources is current and well presented, an excellent resource for professional staff inservice training.

For use with both groups and individual counseling sessions, attractive and easy-to-use flipcharts cover maternal and infant nutrition in a most thorough yet simple manner, including breast and bottle feeding, introduction of solids, homemade baby foods, label reading. With guidance, they are geared for use by nutrition aides and other paraprofessionals.

Twelve lesson plans, with an additional WIC section which includes forms for 24-hour recall and food inventory, are coordinated with the "camera-ready" handouts, as well as sections of the flipcharts. A looseleaf format makes it easy to update the resource list and add one's own material.

I,S **Audiovisual**

Off To A Good Start, 1978. From Gerber Products Co., 445 State St., Fremont, MI 49412, educational kit containing filmstrip with audiocassette in English and Spanish, color, sound, 101 frames, 8 spirit masters, wall chart, 19" x 25", resource guide (including script in English and Spanish), 24 pp., single copies of five miscellaneous reference booklets, 1 vinyl bib, 1 feedingspoon, 1 plastic dish, and one infant feeding cup, $12.

Designed for use with junior and senior high school students, this kit would be a useful supplemental resource for courses in parent education, child care, family living, or infant nutrition. Objectives of the unit are to enable students to 1) identify the function and major sources of nutrients necessary for infant growth and development, 2) recognize individual differences in infant development and eating patterns and choose appropriate foods for infants and small children based on growth rate and level of development, 3) understand the procedures involved in selecting foods and preparing commercial infant foods, and 4) compare nutrition labels and plan a nutritious diet for an infant. The filmstrip, resource guide, and spirit masters generally reinforce these objectives; but some learning activities do not relate to the stated objectives for a specific lesson.

The filmstrip uses 19th century-style illustrations along with a photo album style of picture presentation that is innovative. The suggested schedule of presentation of different types of infant food, especially the introduction of strained meats at four months, may be considered controversial by some nutritionists and pediatricians.

While use of commercially prepared infant food is very adequately covered and a pamphlet on breastfeeding is included in the kit, teachers may wish to add learning activities on home preparation of baby foods with the advantages and disadvantages of home vs. commercially prepared infant foods to give a more complete picture upon which consumer decision making can be based.

S,A **Visual**

Infant Care and Feeding, 1978. From World Neighbors, Overseas Development Materials Dept., 5116 N. Portland Ave., Oklahoma City, OK 73112, flipchart, 8½" x 11", 27 line drawings and captions (African version in English and French; Latin/Asian version in English and Spanish), $2.00.

Written at an elementary level, this flipchart is designed to teach mothers in developing countries how to feed themselves and their infant from pregnancy through weaning. The drawings and commentaries are simple and clear. Except for fruits, most of the commended and depicted foods are more typical of western than of the tropical countries for which these charts are intended. The sections on personal and environmental sanitation are good. The nutrition sections could be strengthened with greater emphasis on sources of protein food for weaning.

With these qualifications, health professionals working with clients in developing regions will find the charts useful adjuncts for teaching.

S,A **Audiovisual**

Prenatal Care: Preparing for Parenthood, 1974. From Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY 10017; set of 5 color filmstrips, each with a 20 pp. audio script booklet and cassette or 33 ⅓ rpm record (manual and automatic signals): No. 1—**Beginning a Family,** 68 fames; No. 2—**A Time of Change and Growth,** 60 frames; No. 3—**Healthy Mother, Healthy Baby,** 64 frames; No. 4—**The Emotional Impact,** 59 frames; No. 5—**Preparing for Birth,** 62 frames; discussion guide, 4 pp., $65 per set with records or cassettes.

While this entire series deals primarily with physical and emotional changes during pregnancy, the third filmstrip focuses on nutrition during pregnancy. The dependence of the fetus on the mother for all nutrients is emphasized, but the audience is never told in specific terms what the dietary requirements are for the mother.

S,A **Audiovisual**

Prenatal Sweepstakes, California Department of Health, 1976. 62 color slides, with cassette, 12 min.; for purchase, $100 plus sales tax for California residents. From Media West, 447 Vermont St., San Francisco, CA 94107; for free loan contact Maternal and Child Health Branch, California Dept. of Health Services, 714 P St., Rm. 355, Sacramento, CA 95814.

A cartoon "takeoff" on a TV sweepstakes show teaches women important food group choices to ensure good nutritional health during pregnancy. Shopping wisely by reading labels, comparing prices and checking for freshness are additional teaching points included.

As women shop for the best food buys in six food groups (the vegetable-fruit group is broken down into vitamin C-rich sources, dark green vegetables, and other fruits and vegetables), inexpensive basic sources of nutrient-rich foods are stressed. "Right" and "wrong" choices, including high-sodium luncheon meats and bacon, foods high in sugar, and frozen pot pies and TV dinners, are clearly illustrated.

Judging from the evident popularity of

TV contest shows, this slide set's format might attract audiences often uninterested in more conventional nutrition education programs. The exciting music and announcer commentary has all the razzle-dazzle of the real thing. It is recommended for teen and adult audiences.

Also available, same source and price: **Prenatal Nutrition,** 55 color slides with cassette, 10 min., a prenatal nutrition presentation specifically geared to the black community.

S,C,A **Audiovisual**

Bottle Babies, Krieg, P., 1975. From Tricontinental Film Center, 333 Sixth Ave., New York, NY 10014, 16 mm film, color, sound, 26 min., $300; rental, $30.

Along with the publications and work of activist organizations such as War on Want and the Third World Working Group, this film has helped raise the consciousness of the American and European public to the problem of infant malnutrition in the Third World resulting from the increased substitution of bottle feeding for breast feeding.

Bottle feeding as a status symbol among Third World mothers is discussed, and the common problems of lack of hygiene and incorrect dilution of formula resulting in diarrhea, weight loss and malnutrition are vividly filmed. Much of the filming was done in Kenya.

Nestle is singled out for criticism directed toward companies promoting infant formulas in the developing countries. Concluding comments outline action that groups can take to bring pressure against these companies. The strong point of view expressed in the film invites follow-up discussion, and the realistically filmed Third World scenes serve to sensitize those in developed countries to the realities of life under barely subsistence conditions. The film would be useful for evoking discussion with adults, college students and mature senior high school students.

S,C,A **Audiovisual**

First Foods, 1978. From the Society for Nutrition Education, 2140 Shattuck Ave., Suite 1110, Berkeley, CA 94704, 16 mm film, $200; ¾" videocassette, $180; Super 8 mm Fairchild cassette, $220; preview for 5 days, $20; a 9-page leader's guide and 20 copies of an 8-page handout booklet accompany the film, 14 min.

This is a film about feeding babies during the first year of life. When and how to introduce semi-solid foods, how to prepare baby foods at home and select commercial baby foods, and other information is given. It could be used in prenatal and baby clinics, waiting rooms, parenting classes, and with high school, college, community, and other groups responsible for infant care. (The film was not reviewed in the Journal of Nutrition Education.)

S,C,A **Audiovisual**

Great Expectations, 1975. From the Society for Nutrition Education, 2140 Shattuck Ave., Suite 1110, Berkeley, CA 94704, 16 mm film, $210; ¾" videocassette, $190; Super 8 mm Fairchild cassette, $230; 5 day preview, $20; a 16-page leader's guide and 20 copies of the food guide wall chart accompany the film.

This is a film about the benefits of good nutrition during pregnancy, and breast-feeding. It would be a useful teaching aid in prenatal clinics, parents' classes, waiting rooms, high schools, colleges, and community groups. (Great Expectations was not reviewed in the Journal of Nutrition Education.)

C,A **Audiovisual**

Nutritional Care of Elderly Patients, 1976. From Ross Laboratories, 625 Cleveland Ave., Columbus, OH 43216 or Ross Territory Manager, film, 16 mm, color, sound, 25 min., annotated script booklet, 12 pp., purchase, $250 or free loan.

The process of assessing nutritional status as well as planning, implementing, and evaluating a nutritional care program are followed in this geriatric case study.

While the film does not cover geriatric nutrition information in depth, the accompanying script brochure is annotated to give more background information. A reference list, self-assessment quiz, and sample dietary data card are also included in the brochure.

Designed for use in undergraduate programs or for continuing education of dieticians and health professionals, this film serves as an excellent role-modeling experience for nutritionists. Modern methods and techniques for counseling a diabetic patient are ably demonstrated by a dietician.

A **Audiovisual**

Feeding the Young Child, Dunkley, C. and A. Calhoun, 1974. From Div. of Instructional Media Services, Room 2360, Medical Sciences Bldg., University of Toronto, Toronto, Ontario M5S 1A8, Canada, ¾" video cassette, color, sound, 20 min., purchase, $115, preview/rental for two weeks, $25 (rental applicable to purchase price).

Infant feeding, principles of feeding preschool children and a discussion of factors influencing food habits of young children are the main focuses of this videotape presentation. Sound information is given by a pediatrician and nutritionist on such topics as breast feeding and bottle feeding, introducing solid foods, and the role of snacks in the total dietary intake.

In discussing nutrient needs, the Five Food Groups guide used in Canada is employed as a teaching tool and may be somewhat confusing to U.S. audiences familiar with the Four Food Groups. Parent groups would benefit from the useful and practical information covered. Childcare centers could also use it for personnel training.

A **Audiovisual**

Feeding to Nourish and Love, 1977. From Parent's Magazine Films, Inc., Dept. F, 52 Vanderbilt Ave., New York, NY 10017, five filmstrip teaching units with one 12" 33⅓ rpm record or 3 cassettes (audible/inaudible signals): **Breast and Bottle,** 58 frames; **Solid Foods,** 61 frames; **The Push to Independence,** 55 frames; **Feeding Myself,** 59 frames; **Nutrition and Communication,** 56 frames; five audio script booklets, 8 pp. each; discussion guide, 4 pp.; $65 with record or cassette.

Divided into five sequential units, these units are designed to teach parents feeding skills for infants and toddlers and to give information on providing children with nutritious meals.

Breast and Bottle provides basic information on breast and bottle feeding with equal time given to each. The suggestion of pacifying a crying baby between feeds with sterilized water and added sugar is controversial. In general, useful, practical information is given on methods of feeding, frequency of feeds, burping, volume of feeds, etc. Caution about overfeeding bottle-fed babies is given.

The script of the unit on solid foods states that "nothing is to be gained for the baby from starting solids before three months." However, many infant feeding experts are now recommending the introduction of solids at a later age. The actual manner of introducing solid foods shown is sound and practical, but additional guidelines may be needed on the stage at which solids might be introduced.

Early introduction of "adult foods" is advocated in the unit *The Push to Independence.* Foods suggested for the 12-month old are modeled on adult patterns. Although the script is not dogmatic in its recommendations, statements are made without giving due caution to the individual developmental differences among youngsters. The script also discusses weaning, suggesting that at "6 months you can begin to offer sips of milk from a glass or cup."

Feeding Myself discusses the 12 to 30-month age group, including the toddler's changes in appetite and response to food, and suggestions for aiding independent feeding.

Nutrition and Communication reviews the Four Food Groups, the number of suggested servings, the development of table manners, and acceptance of new foods. Parents are warned to avoid high-sugar infant foods of low nutritive content and also foods that contain additives because "scientists do not know what effect these chemicals have on our bodies." Cautions are given against using foods as a punishment or reward, and recommendations are made for nutritious

snack foods and meals to be enjoyed in a relaxed atmosphere.

The scope and practicality of the subject matter and excellent standard of photography make the series eminently suitable for parent education. Guidance from a nutrition educator is *essential* in discussing many of the controversial areas.

A Visual

Feeding Your Baby (Nepal), 1975. From World Neighbors, Overseas Development Materials, 5116 N. Portland Ave., Oklahoma City, OK 73112, color filmstrip, 68 frames; English script booklet, 12 pp.; $7.00 plus postage. (Note: this filmstrip has a *horizontal,* not a vertical, format, and certain projectors are not adaptable to this type of filmstrip.)

Photographed in Nepal, this three-part filmstrip briefly and simply explains the need for and methods of achieving proper nutrition for infants. Part one emphasizes nutrition during pregnancy and lactation, stressing the advantages of breast feeding for infants. In part two, the preparation and introduction of local solid foods is explained with particular emphasis on sanitation procedures. The final portion explains the making of "super flour" from roasted maize, wheat and soybean for an infant porridge. Directions for use of the filmstrip, 20 discussion questions and some suggested learning activities are also part of the leader's script booklet.

While obviously designed for education efforts in a specific area of the world, the concepts and methods of presentation are valid for any infant nutrition program.

From the same source: **Feeding Your Baby** (Guatemela), 1973, color filmstrip, 46 frames, 11 pp. study guide and script in English, Spanish and French, $4.00.

A Visual

Feeding Your Baby (Philippine version), 1976. From World Neighbors, 5116 N. Portland Ave., Oklahoma City, OK 73112, color filmstrip, 34 frames, study guide and script, available in English, 4 pp., $5.50. (Note: This filmstrip has a *horizontal,* not a vertical format, and certain projectors are not adaptable to this format.)

Beautiful color photos of Philippine mothers and their infants enhance this audiovisual designed for use in Southeast Asia. The script emphasizes the desirability of breastfeeding, but also encourages the early feeding of solid foods, i.e., "the baby must learn to eat before he is six months old." This is contrary to present thinking that developmental variability should be taken into account and introduction of semisolid foods begun only when a mature sucking pattern is evident (see Perspective, J. Nutr. Ed., 9:57-59, April-June 1977). The script strongly emphasizes that from six months on, the infant must be eating solid foods at least two to three times per day including egg or meat (chicken is shown), fruit or vegetable, and beans. Prolonged continuation of breastfeeding is recommended as well. Lugow, the rice porridge commonly used in the Philippines as a supplement to breastfeeding is not mentioned as a medium for adding readily available vegetables or protein foods such as dried fish.

The printed script could easily be modified. Use of the filmstrip is recommended if a nutritionist is present to modify the script in line with current pediatric research. The audiovisual would also be useful for training nutritionists planning to work in Southeast Asian communities.

Also available, same source: **Preparing Food For Your Baby** (Philippine version), 1977, color filmstrip, 33 frames; horizontal format; study guide and script, available in English, 4 pp., $6.00. This resource also emphasizes the introduction of solid foods at four months of age. Ways of mashing and sieving foods are shown with emphasis on good hygiene.

A Audiovisual

Help Yourself to Better Health, 1976. From the Society for Nutrition Education, 2140 Shattuck Ave., Suite 1110, Berkeley, CA 94704, 16 min., color, 16 mm film, $200; ¾" videocassette, $180, Super 8 mm Fairchild cassette, $220; an 8-page leader's guide and 20 copies of a 16-page handout booklet with large type accompany the film. Additional leader's guides and handout booklets, 50¢ each.

This film portrays older people making thoughtful food choices within limited budgets and using various cooking facilities. It is suitable for use by community groups, adult education classes, and other interested in health in later life. (This film was not reviewed in the Journal of Nutrition Education.)

A Visual

More About Child Care, From Voluntary Health Assn. of India, C-14, Community Centre, Safdarjung Development Area, New Delhi, India, four-part black and white 35 mm slide set, **Child Care Before Birth,** 14 slides; **Diagnosis of Undernutrition,** 17 slides; **Causes of Undernutrition,** 21 slides; **Treatment of Undernutrition,** 17 slides; one script guide/teaching guide, 17 pp.; $4.00 plus postage.

The Voluntary Health Association of India produced this program for Indian health workers to use in community education. How to recognize manutrition in its early stages, how to correct it, and how to prevent it in both the mother and the child is stressed. The quality of reproduction of the transparencies is not optimal, but natural scenes and the use of actual victims of malnutrition more than compensate for the technical deficiencies. The lessons are directed to people with little or no education. However, the authenticity and comprehensive content of the pictures would make them good teaching aids for student health professionals in developing countries, especially those intending to work in developing regions.

A Audiovisual

Nutrition and Fitness in Pregnancy, no date. From Milner-Fenwick, Inc., 2125 Greenspring Dr., Timonium, MD 21093, super 8 film cassette, color, sound, 9 min., $195; lease/purchase arrangements also made. Also available in 16 mm and ¾" videocassette formats for $220. In Canada order from Canfilm Media, 2450 Victoria Park Ave., Willowdale, Ontario M2J 4A2.

While the information in this film is generally sound, details on the number of recommended daily servings of foods and information on certain nutrients, such as folacin, are lacking. Professional nutrition counseling should augment the film discussion.

A Audiovisual

Ours To Care For, 1977. From United Indian Health Services, Inc., P.O. Drawer O, Trinidad, CA 95570, film, 16mm, color, sound, 6 min.; 35mm color slides, 46 slides, audiocassette, automatic, 8 min.; teaching guide, 9 pp.; film, $62.50; slide set, $16, limited copies available at these prices.

This prenatal nutrition education program is one of the few available with a specific focus for American Indians. The film is intended to convey the concept of caring for oneself during pregnancy, and the slides reinforce this concept and provide some additional specific information about nutrition.

The presentation on food sources of nutrients and nutrient/food needs during pregnancy is nominal and uneven. However, the information that is presented is sound. The teaching guide provides supplemental information in the form of a food group guide. Occasional references to "exchange groups" in the guide are not explained and may cause some confusion.

Northwestern California Indian culture and foods are portrayed. Traditional mythology is woven in through poetry and song, and positive traditional food habits are reinforced in dialog with older Indian women. This program could be most useful for creating a more receptive environment to nutritional care among American Indians.

A Visual

Positive Living in the Senior Years, Klippstein, R. and G. Keown, 1976. From Media Services, Visual Communications, 412 Roberts Hall, Cornell University, Ithaca, NY 14853, slide set, 74-frame base set, 21-frame supplementary set, 16 pp. base script, 46 pp. supplementary script, $26/slides and two copies each script, $1.00/additional scripts and copies of data.

Various aspects of modern maturity—physical changes, food needs,

social activities—are sensitively discussed in this useful slide program on nutrition for elderly audiences. Divided into four sections which may be used independently or in combination, the base program should stimulate relevant follow-up discussion which will probably necessitate additional local and more specific information.

The 20 supplementary slides give useful demographic and health-related data relating to the elderly. Suggested places for their insertion in the base program with appropriate background information and discussion questions are also included.

A **Audiovisual**

Prenatal Care, 1977. From Pyramid Films, Box 1048, Santa Monica, CA 90406, film, 16 mm, super 8mm or ¾" vidiocassette, color, sound, 24 min., purchase, $350; rental, $30. English or Spanish soundtrack available.

This comprehensive guide to prenatal care covers physician's care, precautions, normal body changes during pregnancy, and preparation for childbirth. Some information on nutrition during pregnancy is included, but there is no special emphasis on the increased need for nutrients such as folacin and iron during pregnancy. Food group and serving recommendations do not always agree with other prenatal diet guides. While the recommendation for protein appears adequate, only two glasses of milk per day and two slices of whole wheat bread are recommended without discussion of other calcium and carbohydrate food sources.

Additional nutrition information would have to be supplied by a resource person to give clear guidelines to the patient. Other informational aspects of the film, such as fetal development, emotional changes, and maternal fears and expectations, appear to be well handled.

A **Audiovisual**

You're Eating for Two, 1977. From National Film Board of Canada, 16th Floor, 1251 Avenue of the Americas, New York, NY 10020, film, 16 mm or ¾" videocassette, color, sound, 19 min., purchase, $265, film; $205, videocassette; rental, $30.

The importance of good nutrition to the pregnant woman is stressed and issues such as weight gain and sodium in the diet are discussed. Sometimes the film script seems somewhat dictatorial, especially when recommending specific foods in the diet such as orange juice every morning, one quart of milk per day, five slices of bread per day. A great deal of footage is devoted to comparing nutritious diets for animals, e.g., horses and cows, to the requirements for humans which seemed irrelevant to this reviewer.

While the information conveyed is generally sound, some recommendations such as the daily egg and wheat germ in the diet may be considered controversial and rigid. Much less information on nutrition is given than one might expect in a film on prenatal diet of this length.

A **Audiovisual**

Changing Nutritional Needs, 1976. From Great Plains National ITV Library, Box 80669, Lincoln, NE 68501, six 30-minute ¾" cassettes: **Nutrition—The First Year, From Toddler to Teen, Adolescence, Pregnancy and Lactation, Adulthood-Middle Age,** and **The Later Years,** $250 each; $1,250, the set; rental information available on request.

A preview composite presentation with provided straightforward and accurate information about changing nutritional needs during the life cycle. Intended as a mini-course, each series appears to be fairly comprehensive in providing a wide range of nutrition information applicable to each developmental stage.

In addition to being potentially useful for health and medical professionals, the series might also be appropriate for parents and other general public. Auxiliary printed materials for use with the series would be helpful.

Throughout the series the quality and detail of graphs and charts is outstanding. Animated segments are also appropriately used. A large amount of time is devoted to interviews with resource specialists. Unfortunately, the interviews are often uninteresting and tend to add little to the content of the program. In addition, the presenters' lack of visible enthusiasm may jeopardize viewers' interest in the program.

Diet/Health and Disease

P, I **Audiovisual**

Showdown at Sweet Rock Gulch, 1974. From Bureau of Audiovisual Service, American Dental Assn., 211 E. Chicago Ave., Chicago, IL 60611, 16 mm color, sound film, 10 min., purchase $75.00; rental $4.00.

Dental health education and western movies seem an unlikely combination, but this film entertains as well as teaches the principles of nonsweet snacks, proper brushing, flossing, and regular dental visits.

The "Bad Health Gang" rides into town but is overcome by weapons that fight dental decay. The film is recommended as a supporting resource in conjunction with a unit on dental health for elementary age children.

Also available from the same source: **The Munchers, A Fable,** 1973 (animated sequences for elementary students on wise nutrition and dental health care), 10 min., color, sound, purchase $75; rental $4.00.

P **Audiovisual**

Tooth Truth with Harv and Marv, 1976. From Alfred Higgins Productions, Inc., 9100 Sunset Blvd., Los Angeles, CA 90069, film, 16 mm, color, sound, 11 min., 1-page study guide, purchase, $160; rental, $16.

The cartoon characters Harv and Marv learn about dental hygiene and proper care of teeth in this film geared for primary grades. Nutrition is touched on in terms of preventing dental caries by eating foods from the Four Food Groups and restricting high-sugar foods. However, the film is more effective when discussing brushing and flossing.

E **Audiovisual**

Toothtown, U.S.A., 1975. From National Dairy Council, 6300 N. River Road, Rosemont, IL 60018, filmstrip, 161 frames, divided into four units, cassette, wall chart, 24" x 36", 25 take-home posters, 28 pp. teacher guide, $20. Designed for third through fifth graders.

This learning package on dental health and sound nutrition practices utilizes a values clarification approach. It would have great appeal for children, ages 5 to 10. Filmstrip characters, Molly Molar, Ike Incisor, and Mr. Toothsayer, point out the principles of good oral hygiene in a western movie setting. "O.K." snacks are presented as appealing, attractive alternates to Big Sugar Baddie, Old Soda Pop, and the rest of the hole-in-the-tooth gang. Take-home posters emphasize the importance of "O.K." snacks in the home environment. One outstanding feature is the use of the package container itself—a giant set of teeth are depicted—for learning brushing and flossing technique. Highly recommended for grades K-6.

I,S **Audiovisual**

How to Lose Weight, 1978. From Sunburst Communications, 41 Washington Ave., Room 6, Pleasantville, NY 10570, two-color filmstrips with audiocassettes (automatic and manual signals) or 12" LP records, part 1, **It's Your Body,** 68 frames, 14 min.; part 2, **Achieving Weight Control,** 87 frames, 19 min., teacher's guide, 34 pp., $55.

A great deal of information on the frequency of overweight in the United States and research on obesity including the "fat cell theory," is directed to teenagers in part 1. The psychological uses of food and the health risks associated with obesity are also addressed. Sound, practical information such as balancing energy intake and expenditure and modifying eating behavior are discussed in part 2. The filmstrip asks lead questions and is designed to be stopped so discussion can take place between segments of the audiovisual.

The teacher's guide includes sample discussion questions, suggested activities, and reading for both filmstrips. Evaluation methods are not included. *How to Lose Weight* is a recommended

teaching tool for teens in formal and informal educational programs.

I,S,A **Visual**
The Dental Care Unit, 1978. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, color poster, 22" x 16½", $3.50.

Traffic signal colors highlight helpful and harmful dental care habits. The Four Food Groups are featured as a guideline to a balanced diet, but the number of daily recommended servings is not mentioned. Regular tooth care habits are illustrated on the front panel and discussed in some detail on the reverse side.

The hazards of eating high-sugar foods are outlined, and foods to avoid are illustrated on the front panel. However, the inclusion of creamed and puréed foods along with pies, cakes, candies, etc., is puzzling.

The poster is a useful reminder of good dental and nutrition habits for almost any audience and would be appropriate in the home, classroom, or dental office.

I,S,A **Audiovisual**
Weight Control: Just a Step Away, 1975. From Sterling Educational Films, 241 E. 34th St., New York, NY 10016, film, 16 mm, color, sound, 12 min., purchase, $190.

An experimental program in which volunteers attempt to lose weight by one of three different methods is the focus of this film. One group adjusts diet only, cutting down on servings and eliminating most sugar; a second group increases activity only; and a third group, which demonstrates the greatest average weight loss, increases activity while on a low-calorie diet.

The effect of mechanization upon activity in modern society is strongly made. Little information is given on caloric values of foods, and detailed follow-up discussion on food values and selection would be necessary to help a lay audience effect a satisfactory weight reduction diet.

The film focuses mainly on adults, although it is recommended for junior high to adult level.

S **Audiovisual**
The Balancing Act, 1978. From West Glen Films, 565 Fifth Ave., New York, NY 10017, film, 16 mm, color, sound, 15 min., free loan.

Basic principles of weight control are conveyed between comic clips from old movies in this film geared for an adolescent audience. The disadvantages of being overweight are discussed, and ways of balancing energy intake and expenditure are demonstrated. Practical suggestions are given for reducing calorie intake with emphasis on reducing fat and protein intake, especially meats with visible fat, and increasing fruits, vegetables, and other carbohydrate sources in the diet. Terms such as calorie and basal metabolic rate are explained.

The film gives some promotional attention to potatoes—the Potato Board sponsored production of the film—but the information is balanced, sound, and useful for triggering discussion with teen groups interested in weight control.

S **Visual**
Do's and Don'ts of Weight Control, Spiegel, L., 1978. From J. Weston Walch, Box 658, Portland, ME 04104, 18 two-color posters, 11" x 14", $6.00.

Although this weight control audiovisual for teenagers follows a poster format, each poster is approximately half illustration and half text. While most of the principles discussed are sound, such as using moderation in dieting, increasing exercise, and gaining support of family and friends, the tone of the posters is somewhat "preachy." The cartoon illustrations should appeal to adolescents, but the text will need supplementary support for concrete advice on changing food habits, modifying eating behaviors, and planning low-calorie meals and snacks. The posters might be useful ice-breakers for an adolescent weight control program.

S **Visual**
Fat Chance, 1977. From Pennsylvania State University, Audio Visual Services, University Park, PA 16802, 30 min., ¾" videocassette, color, purchase, $100; rental (one-day use), $9.00

A "soap opera" type format introduces the audience to a middle-American family with poor eating habits. A narrator interrupts the family dinner scene to point out behaviors that lead to overeating. She encourages modifications, such as slowing down the pace of eating, chewing food well, choosing lower calorie foods, and becoming aware of signals that one is full.

The emphasis on the long-term effects of poor eating habits is commendable, but unfortunately the pace falters in many places. Stilted action and dialog may encourage audiences to go out for a snack rather than watching and getting the message.

S **Audiovisual**
Losing Weight With a Little Help From Your Friends, Ikeda, J., 1977. Color slide sets with audiocassettes and script booklets from Visual Aids, 246 Animal Science, University of California, Davis, CA 95616, Part I, 66 slides, 9 min., $24.50; Part II, 52 slides, 8 min., $19.60; **Self-Help Manual** and **Leader's Guide Set** from Publications, Division of Agricultural Sciences, University of California, 1422 Harbour Way South, Richmond, CA 94804, *Self-Help Manual,* 19 pp.; *Leader's Guide,* 8 pp., $5.00 per set. Payment must accompany orders under $10.00. Make checks payable to The Regents of the University of California. California residents add sales tax.

Aimed at teenagers, the slide sets emphasize a behavioral self-management approach to weight control. Part I stresses the use of a food diary to monitor eating habits. Teens who have successfully lost weight suggest techniques for controlling those habits leading to overweight. Part II continues this approach and offers exercise ideas that will appeal to teenagers. Specific instructions for carrying out these ideas are found in the self-help manual. For those working with teenagers, the leader's guide includes a discussion of factors influencing success or failure along with suggested learning activities and a resource list.

The material is current in its information, incorporates success-oriented learning techniques in its approach, and is very well organized.

S **Visual**
On the Beam, Barker, S., and D. Swanson, 1978. From Nutrition Educators, Inc., 3625 W. 65th St., Edina, MN 55435, 152 pp., spiralbound, $10.

An individualized approach to weight control is emphasized in this curriculum for secondary students. The curriculum goals are to improve self image, to provide nutrition education in food selection and eating habits, and to encourage increased energy expenditure. Approximately one-third of the curriculum is devoted to each goal. An interdisciplinary approach utilizing health, physical education, and other teachers along with school nurses and counselors is recommended to implement the program.

This variety of learning opportunities can be used as individual or group learing experiences. Worksheets that may be duplicated for classroom use comprise the bulk of this resource. Additional resources are recommended for teacher and student use, and an appendix including food energy and activity expenditure charts adds to the usefulness of this excellent curriculum guide.

S,A **Audiovisual**
Calories: Enough is Enough, 1974. From Journal Films, Inc., 930 Pitner, Evanston, IL 60202, film, 16 mm, color, sound, 12 min., purchase, $155.

Weight control is explained in traditional ways using the hackneyed comparison of the energy requirements of a combustion engine and the human body.

Disadvantages and possible health consequences of being overweight are mentioned, and viewers are given some guides to caloric values of foods on the basis of water and fat content of foods. A simulated TV game sequence whereby contestants must choose a daily food intake to match their calorie needs is too rapidly done to serve as an effective teaching technique, and it tends to ridicule the overweight. Some practical advice is given on reducing caloric intake by reducing size of portions and limiting

sugar intake and desserts. It is suitable for junior high school to adults.

S,A **Visual**

Calories, Food and Activity, 1978. From Media Services-Printing, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853, 17 flip charts, 8½" x 11", $2.00 ($1.00 for New York State residents).

Helping people become aware of possible changes in food and exercise habits in order to control weight is the purpose of these flip charts (cards). Twelve charts on calories and food convey information on the definition of a calorie, how small amounts of calories add up, the importance of serving size, and guidelines for judging calorie content of foods. The five calorie and activity flip charts show the importance of exercise in weight control, energy expenditure of various activities, and ways to increase daily activity.

Designed for use in the Expanded Food and Nutrition Education Program, this series would also be useful to educators of adults and adolescents in small group instruction. Suggestions for using the charts are included, and background information printed on one side of the charts makes them easy to use for persons with minimal nutrition training. Each chart presents a single illustrated concept allowing flexible use of selected charts. A minor criticism is that the few charts that feature only illustrations would have benefited from a brief printed message, such as an indication of calories per serving for foods shown.

S,A **Activity**

The Diet Computer, 1974. From Vynox Industries Inc., 400 Avis St., Rochester, NY 14615, Plastic unit consisting of food weighing scale, weight control calculator, 91 calorie value cards; book, *Sensible Dieting,* Wilson, M., 160 pp., pad of eight weight and calorie progress charts, $25 additional books $2.00 each; extra card sets $5.00.

The diet "computer" is really a simple calculator which adds up total calories consumed based on card information. Cards are of various thicknesses proportional to calorie values of the foods. A weight control calculator (sliding circular scale) helps determine ideal weight (measured against Metropolitan Life Insurance Tables) and the needed energy intake—tailored to physical activity level ("low," "moderate" or "heavy")—to attain ideal weight over an extended period.

The book, well-written by a nutritionist, gives sound information on many aspects of dieting. The Four Food Groups and the food "exchange" system are presented as two possible methods of diet planning by the individual dieter. The food weighing scale would be helpful in familiarizing the dieter with portion sizes.

The limited number of calorie value cards makes it difficult to calculate composite foods such as casseroles and salads without seeking other references. Among the cards, however, there are a few "blanks" to be filled in by the user. The food cards represent "all American" types (no ethnic foods).

The "game" of feeding cards into the calculator could stimulate interest in a teenage or adult weight control group, individual, or family by increasing awareness of calorie values and how they add up. However the kit seems to be of limited value to seriously obese individuals.

S,A **Audiovisual**

Eat Right to Your Heart's Delight, 1976. From International Producers Services, 3518 Cahuenga Blvd., West Hollywood, CA 90068, six 16 mm films or 8 mm videocassettes, color, sound, 12-15 min. each: **Meals in a Half Hour, Meatless Menus, New Ways With Chicken, Modifying Recipes to Control Saturated Fats and Calories, Low Fat Meat Preparation, Seafood Specialties;** teacher's guides, looseleaf, 19-25 pp., $220 each or set for $1,100. (Available for free loan in California school district libraries.) Preview cost is $25 per film or $100 for the complete set of six. Accompanying recipe leaflets, 12 pp., $70/1,000.

Concentrating on presenting alternatives to high cholesterol, high fat cooking, this film series features well-produced, beautifully filmed food demonstrations. The films were produced as part of the government-funded "Mr. Fit" program. A task force of 15 nutritionists designed the content.

The viewpoint that it is "much healthier for families to stay away from hard fat" is consistently applied throughout the food demonstrations that regularly use egg substitutes, polyunsaturated fats and skim milk. However, the use of these foods by the entire family is still a controversial recommendation that is not shared by all nutritionists.

The film on Meatless Menus clearly illustrates amino acid complementation using a flannelboard technique. Several meatless meals and a packed lunch are demonstrated. The film on controlling saturated fat and calories has many practical suggestions for lowering caloric value by reducing fats and sugar in standard recipes. The other films tend to concentrate on food preparation and have limited nutrition information.

Especially suitable for those persons considered by their physicians to be at risk of developing heart disease, the series is appropriate for teenage and adult audiences.

S,A **Audiovisual**

Fluoridation—A White Paper, American Dental Assn., 1975. From Modern Talking Picture Service Center, 2323 New Hyde Park Rd., New Hyde Park, NY 11040, 16 mm film, color, sound, 13 min., free loan.

The benefits of fluoridated water to children are spelled out by experts convinced of the value of added fluoride in water supplies. The cost/benefit of preventive care is pointed out by a public health dentist as he tours a mobile dental clinic beautifully, but expensively, equipped to care for the teeth of migrant and rural populations. A nutritionist discusses the safety of fluoridation and results of recent research indicating that fluorine is an essential factor in the diet.

The interview format used in the film permits little creative camera action, but the case of fluoridation is presented authoritatively. The film is recommended for high school and adult audiences.

S,A **Audiovisual**

For Tomorrow We Shall Diet, 1976. From Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069, film, 16 mm, color, sound, 24 min., study guide, 1 p., purchase, $350.

A familiar topic—weight control—is treated creatively with contemporary innovations and great impact. The film follows a vivacious young woman as she attempts (successfully) to lose 20 pounds through relearning eating habits while eating a low-calorie balanced diet. The very practical matters, such as how one copes in social situations, including eating out while on a "diet," are covered.

The relationship of energy "income" and expenditure is shown dramatically by using a split screen to follow a young man's daily eating and activity patterns as the tally of calorie "income" and outgo flashes on the screen.

How overweight is encouraged through overfeeding infants is discussed along with the common problem of weight increase in mature adults due to sedentary living. Several professionals including a physician, dietitian and nationally recognized nutritionist, lend authority to the weight control information.

The one-page study guide includes helpful suggested discussion topics and activities along with a bibliography. It is recommended for senior high school students and adults.

S,A **Audiovisual**

Let's Shape Up! 1974. From Professional Health Media Services, P.O. Box 922, Loma Linda, CA 92354, color, filmstrip or slides, 77 frames, cassette (manual and automatic signals), 13 pp. script booklet; filmstrip, $24.95; slides, $39.95 plus $1.50 shipping and handling.

The benefit of increasing energy expenditure in addition to controlling food intake in order to avoid weight gain in adulthood is emphasized. Basic terms such as calorie, basal metabolic rate, etc., are clearly defined. Energy expenditure for various activities such as walking, bicycling and gardening is discussed. Designed for an adult audience, the audio-

visual is recommended for teenage and adult audiences.

S,A **Activity**

Reviso, 1976. From Twin Cities Diabetes Assn., Inc., 5400 Glenwood Ave., Minneapolis, MN 55422, 8 game sheets, 9 food exchange sheets, (204 items), 1 instruction sheet, $2.50 per kit, $2.25 each additional kit on same order.

Designed to give each player practice in classifying food items into the proper exchange group, this "Bingo"-like game should help the diabetic patient, as well as food service employees and students, become familiar with the newly revised Exchange Lists for Meal Planning (reviewed in J. Nutr. Ed., 9:44, Jan./March 1977). All food items are given in single exchange units; thus players are not required to utilize serving size information in making decisions regarding the number of exchanges contained in a food item. The game should prove an effective teaching tool, offering individual involvement and immediate feedback.

S,A **Activity**

Xchange Bingo, 1977. From Dietary Department, West Allis Memorial Hospital, 8901 W. Lincoln Avenue, West Allis, WI 53227, game, master chart, 20 player cards, 500 plastic tokens, instructions, 2 pp., mimeo; $5.00.

A straightforward bingo-style game introduces new diabetics to the diabetic exchange lists (1976 revision). The game depends more on luck than skill, but it allows an individual the opportunity to become familiar with the exchange lists and provides the game leader with a format to give additional information, such as what constitutes one exchange or that foods in the fruit list must be sugar-free. The game would be most beneficial as part of a total instructional program for diabetics and their families.

S,C,A **Audio**

Spenco Cassette Tape Series, 1976. From Spenco Corp., P.O. Box 8113, Waco, TX 76710: **A Behavior Treatment Program for the Overweight,** Musante, G.J., 23 min.; **Eating A Balanced Diet,** Stare, F.J., 25 min.; **Empty Calories,** Stare, F.J., 30 min.; **Lose That Ugly Fat Forever,** Arnow, L.E., 20 min.; **Weight Control for Young People,** Kaplan, N., 23 min.; **In Defense of Milk, Fat and Eggs In Our Diet.,** Hursh, L.M., 20 min.; **Can Vegetarianism Be Justified?** Short, J.G., 25 min.; $9.50 each.

Five audiotapes on the general topic of weight control give classical advice for safe weight control programs, e.g., moderation and balance in choosing a variety of foods to supply necessary nutrients with restricted calories. Musante's information on behavior modification would be useful to health professionals and teachers untrained in these techniques but with responsibilities for assisting in weight control clinics. All other tapes are suitable for high school and adult audiences.

The tapes use an interview technique for presenting information, with the exception of the two by Stare. As no supplementary teaching materials are supplied, it would be necessary for teachers to preview the tapes carefully to familiarize themselves with the content, as well as the speakers' viewpoints, and to plan logical breaks for class discussion. Some of the tapes, for example, Can Vegetarianism Be Justified? and In Defense of Milk, Fat and Eggs In Our Diet, present scientific fact as well as personal viewpoint that could trigger class discussions or be used for independent student critical review at advanced high school or beginning college level.

I **Audiovisual**

Weight Control: What Are You Up To? 1977. From Marshfilm, P.O. Box 8082, Shawnee Mission, KS 66208, color filmstrip, 55 frames, audiocassette (automatic and manual signals), teaching guide, 6 pp. foldout, $22.

Somewhat unimaginative photos and lack of specific information mar the clarity of this visual. Script and visual often do not reinforce one another. For example, slides of people in various activities accompany information on basal metabolism.

Weight control information is often so general that it is of little value. The script advises that the "diet that best serves people is a daily balance of the Four Food Groups." A drawing of the groups is shown, but no information on number of servings or size of servings is given. Information on the caloric values of carbohydrate, fat and protein is also lacking.

Although exercise is recommended as a solution to weight control, no specific information on rates of caloric expenditure for various activities is given. In short, there is little specific information or motivation offered to inspire the intermediate and junior high students the filmstrip is designed to reach.

C,A **Audiovisual**

An Exchange for the Better, Noyes, S. and Noyes, K., 1974. From Foodways System, 593 N. Citracado Pkwy., Escondido, CA 92025, 16 mm color film, 16 min., 1 instructor outline, 2 pp.; self-test, 1 pp.; 50 student supplements, 44 pp.; purchase price $250, rental $65 for two weeks, also available in super 8 cassettes and ¾" videocassettes.

The diabetic exchange system is a complex concept for a patient to grasp, and one cannot expect one film to be the answer. Nevertheless, this film does a creditable job of explaining one commonly used system. A dietitian who previewed the film noted that different institutions may use exchange systems with minor variations from the one in the film which may cause come confusion. Also, actual weighing of foods is shown, which is not a universal practice.

The format of the film, which was made by two RDs, simulates a counseling situation with illustration of portion sizes and food exchanges by use of actual foods. For the new diabetic patient, it would need to be used with supplementary activities, such as those suggested in the instructor outline, or perhaps showing the film in segments. The film would be a useful review for established diabetics and might also lend itself to training of health professionals.

C,A **Audiovisual**

A Pinch of Salt, Noyes, S. and Noyes, K., 1974. From Foodways System, 593 N. Citracado Pkwy., Escondido, CA 92025, 16 mm film, 16 min., 1 instructor outline, 2 pp., self-test, 1 p., 50 student supplements, 44 pp., purchase price $250, rental $65 for two weeks; also available in super 8 cassettes and ¾" videocassettes.

Intended for patient counseling and made by two RDs, this film explains the history of salt, sodium's role in the body, and the sodium content in food. The film would help answer many patient questions about sodium and could be used for groups or individuals, either before embarking on the modified diet or as a reinforcer later. Parts of the film might be too complex for some patients, e.g., use of the chemical symbol Na, or calculating the percentage of sodium in salt from the atomic weight table—even though it is carefully and slowly explained. The dietitian may need to go over material in the film with the patient to ensure understanding. This film is one of the only audiovisuals for use in clinical diet counseling, and it should be welcomed by health professionals.

A **Visual**

The Coronary Care Unit, 1974. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, poster, 17" x 23", washable, $3.50.

Foods depicted on this eye-catching poster are color-coded according to a traffic light theme: red—easy does it; yellow—eat less often; green—eat any time. Each red and yellow food is further keyed to denote excessive saturated fat, cholesterol, or refined sugar. Other hints on adjusting lifestyle are given in the same color code.

The back of the poster contains a modern fable on how not to get a heart attack and explanations of coronary risk factors. The poster is attached to the wall only at the upper edge, so that the back can be read when the lower edge is lifted.

In order to explain such a complex health concept in a visual aid, some oversimplification is unavoidable (e.g., "salt has no place on a well-set table"). Overall, this poster is very effective. It could be used in physicians' waiting rooms,

public transit stations, clinics, and by individuals in the home.

A Audiovisual
Dietary Management, 1976. From Milner-Fenwick, Inc., 2125 Greenspring Dr., Timonium, MD 21093, super 8 mm film cassette, color, sound, 10 min., $195; lease/purchase arrangements also made. Also available in 16 mm and ¾" videocassette formats for $220. In Canada prices are 10% higher; order from Canfilm Media, 2450 Victoria Park Ave., Willowdale, Ontario M2J4A2.

Making dietary modifications to achieve a low-cholesterol, low-saturated fat diet is discussed using a case history approach. The film focusses on acceptable and unacceptable foods using trick photography and speeded-up film. Control of heart disease risk factors other than diet is not discussed. Terms such as cholesterol and atherosclerosis are explained and epidemiological evidence supporting the control of dietary cholesterol intake is discussed briefly.

The film is suitable for lay adult audiences and has been designed for use in medical clinics, waiting rooms, and in counseling.

A Visual
Electameal Medidisc, 1976. From Medidisc Corp., P.O. Box 14306, North Palm Beach, FL 33408, circular cardboard disc with movable selector, kitchen size 8" diameter, $2.98; pocket size 4¼" diameter, $2.49; combination price, $4.98. Bulk prices available.

Meal planning for diabetics is simplified with seven breakfast, seven lunch, and 14 dinner menus provided at a specified calorie level. Separate plans are available from 900 to 3,200 calories. Two series are offered: one based on the pre 1976 ADA exchange lists and the other in compliance with the 1976 lists. Exchange substitutions are encouraged within meal plans—fruit for fruit, bread for bread, etc. Foods are standard American fare.

Electameal by nature of its design limits food choice and meal plan flexibility. However, it may be useful as a meal plan teaching device while the user is learning the concepts of calorie control and exchange lists.

A Audiovisual
Food for Sight, World Health Organization, 1977. From Spears Associates, P.O. Box 1207, Arlington, VA 22210, (U.S.A., Canada, and Latin America); Hunter Publications, 58A Gipps St., Collingwood, Victoria 3066, Australia; International Film Distributors, P.O. Box 65243, Benmore, Transvaal, South Africa; for other countries, contact World Health Organization, Avenue Appia, 1211, Geneva 27, Switzerland, film, 16 mm, color, sound, 13 min., $208.

Filmed in India, this WHO production addresses the problem of insufficient vitamin A in children's diets. Scenes taken at the Maduri Nutrition Rehabilitation Center show mothers being educated to grow and prepare green vegetables to include in their children's diets. Making use of indigenous plants and fruits rich in vitamin A is emphasized so the lessons taught at the Center can be easily implemented in home villages.

Although the film is not very technical, it would be useful in training community health workers who would be serving in India or ther parts of the world where xerophthalmia is prevalent, and for the general study of deficiency diseases and world food problems. The film might also be used to influence decision makers to support government sponsorship of similar nutrition training centers and programs.

A Visual
Food Labeling and the Diabetic Meal Plan, 1978. From Diabetes Education Center, 4959 Excelsior Blvd., Minneapolis, MN 55416, 35mm color slides, 49 slides, script, 12 pp.; information sheet, 2 pp., $40 plus $1.00 for shipping and hanhandling.

A straightforward approach helps diabetics interpret the information found on food labels using the new ADA Exchange Lists. The focus is on the caloric food components—carbohydrate, protein, and fat—not vitamins, minerals, additives, etc. In addition to regular foods, emphasis is given to interpreting the labels for "dietetic products," and the point is made that their label terminology does not necessarily equate with "low calorie."

Actual food product labels are used in many examples to illustrate how to compute exchanges from nutrition labeling information. This repetition should help the nutrition educator teach the concepts and math necessary to assist diabetics in coping with the vast arrary of packaged food products available.

A Visual
The Hypertension Unit, 1974. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, 17" x 23", color, single copy, $3.50.

Following the same format as others in this series (*J. Nutr. Educ.*, 6:112, 6:148, 7:37, 7:75), this poster offers information on controlling high blood pressure through a low-sodium diet along with tips on causes of hypertension, the role of exercise in treatment, bodily damage caused by this disorder, medication, and the taking of blood pressure readings. Foods are grouped into seven categories, each subdivided into foods of varying sodium levels in a diet plan practically identical to that found in "The Low Salt Unit" (*J. Nutr. Educ.*, 7:37). Food items are further keyed to denote excessive cholesterol or saturated fat content. Variety in the diet is stressed.

This chart would prove helpful in the instruction of hypertensive patients as a supplement to a personal diet instruction. The listing of foods is extensive, emphasizing the flexibility which is available within this dietary restriction.

A Audiovisual
An Illusion of Nutritional Health, 1977. From Ross Laboratories, 625 Cleveland Ave., Columbus, OH 43216, or local Ross Territory Manager, film, 16 mm, color, sound, 22 min., 6-page foldout brochure, Assessing Nutritional Status Kit including tape for measuring mid-upper arm circumference, nutritional assessment summary, body surface area calculator, and journal reprints on nutritional assessment, purchase $225; free loan from Ross representatives.

The problem of protein-calorie malnutrition among hospitalized patients is discussed in this film designed for health-care professionals. C. E. Butterworth and G. L. Blackburn, pioneers in creating an awareness of malnutrition in hospitals, appear in the film to encourage the use of diet history, anthropometry, clinical, and biochemical evaluations as components of patient nutritional assessment.

The accompaning materials give additional background and a summary chart of patient nutritional assessment data. The film should be very useful for professional education of dietitians, physicians, and others in the health-care community.

A Visual
The Low Salt Unit, 1974. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, poster, 17" x 23", color, single copy $3.50.

Designed for individual use by patients on low-sodium diets, this poster presents more than 240 food items color-coded into four categories of varying sodium content. The sodium levels for an average serving of foods in the four categories are: up to 30 mg.; up to 150 mg.; up to 300 mg; and up to 1500 mg. The foods are also grouped into seven food groups, and the reader is assured a balanced diet if he/she selects foods from six of these groups daily. On the reverse side, information panels suggest possible reasons for the prescription of a low-sodium diet and offers tips for food shopping, dining out, and cooking on this restricted diet.

Although not a substitute for personal diet instruction, this chart certainly helps convey useful information. The list of foods is quite extensive, and thus the chart would be beneficial in day-to-day planning of nutritionally adequate, varied diets.

A Visual
Prevention of Xerophthalmia and Nutritional Blindness, 1977. From Helen Keller International, 22 W. 17th St., New York, NY 10011, 40 color slides, guide and script booklet, 16 pp., $10.00.

Prepared for training health, nutrition, and other community workers, these excellent materials offer information on the development of xerophthalmia, factors contributing to the onset of the disease, prevention, and curative measures. While offering classic information to the nutrition student, the slide set is designed to be adapted to meet the needs of an individual country and audience. The material is well organized and includes specific suggestions for presenting the slide set: preparation, actual presentation, and learning reinforcement. It is an excellent tool for teaching community development workers how to recognize early signs of xerophthalmia and for demonstrating preventive measures for the disease.

A **Visual**

The Weight Control Unit, 1974. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, poster, 17" x 23", washable, $3.50.

This colored poster is designed for constant use and reference rather than "instant comprehension." The back of the poster explains various ways the diet on the front can be used. Three diets—900, 1,200, and 1,500 Calories—are made possible by the patient's writing on the front the appropriate number of servings of different food types at each meal.

The food portions pictured are equal-calorie servings of six food groups: protein-rich foods, dairy foods, fruits and vegetables, fatty foods, cereals and starches, and "dividend" foods (low calorie spices, tea, coffee, etc.). The plans provide for flexibility within a three-meal-a-day pattern, and the wide variety of foods pictured and the colorful poster may help the individual weight-loser to follow through his intentions. The underlying message is "variety."

A,G **Visual**

Good Food, Good Health, Good Eyes, 1977. From World Neighbors, 5116 N. Portland Ave., Oklahoma City, OK 73112, color filmstrip, 35 frames, study guide and script, available in French and English, 4 pp., $5.50. (Note: This filmstrip has a *horizontal,* not a vertical format.)

Designed for use with lay audiences or paraprofessional health workers, this filmstrip focuses on good nutrition for children with special emphasis on vitamin A-rich foods. The clear photographs, probably taken in Africa, show a variety of tropical vitamin A-rich fruits and vegetables.

Important signs of vitamin A deficiency are discussed and preventive intervention is emphasized. Breast feeding during the first year of infancy is encouraged as well as introducing vegetables and fruits along with cereals as weaning foods.

This versatile visual could be used wherever tropical foods grow and vitamin A deficiencies among children are prevalent. Community nutrition programs preparing health professionals to work in developing countries should utilize this sound, low-cost educational tool.

G **Visual**

Weight Control, Series 1, **Nutrition Views for Health Professionals,** 1977. From General Mills, Nutrition Dept., P.O. Box 1113, Minneapolis, MN 55440, slide catalog with pictures, 20 pp., $1.00; slides, 30 cents each.

This highly flexible teaching aid offers nutrition and health educators professionally prepared slides that are appropriate for individually tailored weight control programs. The catalog shows more than 200 slides featuring quality graphics, cartoons, and life scenes. No written script is included, but the slides cover many motivational aspects of weight control—"Keep picturing your goal"— and informational aspects—"3,500 calories = 1 pound of fat." The number of activitiess and foods depicted are wide ranging. The slides are not promotional which adds to their versatility and general professional acceptability.

Health and Athletics

PS,E **Visual**

Nutrition Sports Mobile, 1977. From Sunkist Growers, Inc., Consumer Services Dept, Box 7888, Van Nuys, CA 91409, color cardboard, approximately 20" x 13", free. Limit one per classroom, gym, or cafeteria.

Colorfully drawn children of multi-ethnic backgrounds are shown enjoying Sunkist oranges on one side of the mobile and sports activities on the other. Some functions of vitamin C and attributes of the orange are given in simple phrases. The mobile would be appropriate for preschool and elementary grades.

E **Audiovisual**

All Us Animals, 1975. From Film Forum, P.O. Box 2308, Mission Viejo, CA 92675, set of 4 color filmstrips each with cassette (manual and automatic signals); **Nutrition for All Us Animals,** 50 frames; **Exercise for All Us Animals,** 52 frames; **Sleep for All Us Animals,** 57 frames; **Cleanliness for All Us Animals,** 53 frames, teacher's guide, 8 pp., $79 per set.

Health education topics are approached in this filmstrip series through a child's natural interest and concern for animals. Excellent animal photographs introduce the topic of nutrition by explaining that while animals' instincts determine their food selection, humans rely on judgment. The Four Food Group guide is presented as a basis for food selection. Poor eating habits such as skipping meals and choosing "empty calorie" snack foods are also discussed. In the accompanying guide, teachers are cautioned to explain unfamiliar terms such as "calorie," "nutritional balance," etc., but no background information or references are included.

Although the producer recommends the series for the upper elementary grades, the nutrition filmstrip could be used from grade 3 on up. The health series is only available as a set.

E **Audiovisual**

Keeping in Top Shape, 1975. From BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, CA 90404, film, 16 mm, color, sound, 13 min., purchase, $185; rental, $15. A very broad treatment of keeping healthy, including good eating and hygiene habits. Recommended for elementary school audiences.

E,I **Visual**

For Your Good Health, 1975. From David C. Cook Publishing Co., School Products Div., Elgin, IL 60120, 16 teaching pictures, 12" by 17", color; $5.50 per set.

Designed for use with students in fourth through eighth grades, seven of the pictures deal with nutrition. Primarily photographic posters, they could be used as display items in classrooms, school cafeterias, libraries etc. The photos used are pleasant, of high quality, and depict various ethnic groups.

Unfortunately, the discussion information on the backs of the pictures and in the accompanying teacher's guide is not clearly written, poorly organized, and contains inaccuracies and misleading statements (e.g., "Iron is found in . . . drinking water."). Suggestions for using the pictures are made, but information needed to follow these suggestions is not included. Many of the suggested learning activities are for teachers, not students. Foods pictured as representative of a food group are thoughtlessly chosen (e.g., bacon is the only meat item pictured in the meat group). The balanced meal concept rather than a balanced total daily intake is emphasized which seems to be a much less sophisticated approach than this age group could handle.

E,I **Audiovisual**

Conrad, 1977. From Agency for Instructional Television, Box A, Bloomington, IN 47401, ¾" videocassette, color, **The Golden Health Plan,** 3 nutrition episodes from the 24-part program, 15 min. each, teacher's guide, 40 pp., $110 per episode.

Conrad, chief detective in this 24-part health education series, uncovers information about the human body as he unravels cases. Episodes one and three from the *Golden Health Plan* unit on nutrition and physical fitness were reviewed. Information is given on basic nutrition and

weight control, i.e., nutrients and their functions, the Four Food Groups, and some background on food habits.

Pedantic deliveries from some characters may "turn off" the intermediate grade students for whom the series is intended. Some concepts such as a "balanced diet" are never clearly explained.

The teacher's guide suggests pre- and post telecast activities and gives a program summary but provides no behavioral objectives or suggestions for evaluating student activities and learning. Teachers would require additional nutrition information and other resouces to carry out some of the activities. Textbook correlations are conveniently given for three popular health text series.

Although each 15-minute segment features a brief playback of previous episodes, it was somewhat difficult to quickly understand established character roles when viewing these isolated units. It therefore seems desirable to use the total health education series rather than single units. Other health subjects covered in the series are hygiene, dental health, disease prevention, physical fitness, and familiarization with respiratory and circulatory systems.

I,S **Audiovisual**

Whole Body Manual, 1977. From Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Highland Pk., IL 60035, film, 16 mm, super 8 mm or ¾" videocassette, color, sound, 17 min., purchase $280; rental $28. Canadian distributor: Viking Films, Ltd., 525 Denison St., Markham, Ontario L3R 1B8, purchase, $295 (Canadian).

Teens star in a melange of activities and scenarios designed to motivate young people to look after their bodies by "eating right" and being active. The film's message is kept low-key and in this reviewer's opinion sometimes gets lost due to abrupt and disparate scene changes. A "staged" courtroom scene featuring a young couple accused of "miseating" seems out of place with the other more natural activities filmed.

Tighter film editing could have improved the pace. The point that North Americans live in a highly mechanized society is made long befor the last labor-saving device is flashed on screen.

Designed as a motivational tool for teens, the film would be most effective for intermediate and junior high school audiences.

S **Visual**

Everyday Health, Poster Set #643, 1974. From The Instructor Publications, Inc., Dansville, NY 14437, 10 full-color posters, 11½" by 16", $4.95 per set.

Although this portfolio of posters is of excellent photographic quality, the one pertaining to good nutrition is a poor example of teaching material. A teenage boy is shown consuming a large ice cream soda, a rich sundae, and a banana split. On the reverse side, intended for the teacher, the consumption of these treats as snacks is encouraged—because youngsters enjoy them and they "contain nutritious foods from three of the four basic food groups" (ice cream, banana and nuts)! Surely there could have been a wider variety of snack suggestions! The background information for the teacher is sound, though brief, with no suggested references. However the poster's overwhelming visual message counteracts the principles of moderation and variety in food selection, and it is not recommended.

S **Audiovisual**

Sports Action and Health, 1976. From AIMS Instructional Media Services, 626 Justin Ave., Glendale, CA 91201, film, 16mm, color, sound, 22 min., 1 p. study guide, purchase, $315; rental, $30.

Sports "superstars" like O. J. Simpson, Billie Jean King and others endorse the importance of establishing fitness as a total lifestyle. Their recommendations include good nutrition, exercise, rest, and avoidance of smoking, alcoholic beverages and drugs.

The nutrition information, consisting of a brief discussion of the Four Food Groups, is secondary to the information on physical conditioning. However, the role of nutrition is placed in a sound perspective for those leading an active lifestyle.

This film is recommended for use by physical education instructors and others supervising youth sports. The great action photography and featured sports stars should have great appeal to teenage audiences.

S **Audiovisual**

Teenage Nutrition: The Picture of Health, 1977. From Current Affairs Films, 24 Danbury Rd., Wilton, CT 06897, 2 color filmstrips with cassette (automatic and manual signals), Part I: **Getting Fit,** 73 frames; Part II: **Staying Fit,** 80 frames, discussion guide, 8 pp., $48.

Directed toward an adolescent audience, this filmstrip series attempts to give teens basic nutrition information and encourage increased physical fitness.

The Four Food Groups are discussed in Part I in terms of their nutrient contributions to the diet. The point is made that there is no benefit from protein intake far in excess of recommended allowances and teens are encouraged to consume whole grains with the benefit of their "bulk" being mentioned briefly. Iron deficiency among teenage girls is discussed and iron supplementation is recommended because "it is difficult to get the needed 18 mg a day from food alone."

Part II discusses weight control and the role of exercise in keeping fit. Energy balance is not really covered, so background preparation prior to viewing is essential. Body types, i.e., ectomorph, mesomorph and endomorph, are described in detail. Reasons for overeating are touched on and warnings against fad dieting are given. Weight reducing tips such as reducing portion size and substituting lower-calorie meals for a day are shown. These meals, however, do not include the number of servings recommended according to the Four Food Groups plan for the milk and bread/cereal groups.

The discussion guide lists discussion or research topics that focus on the cognitive domain only. No bibliography or suggested references are included. It would seem advisable to use this audiovisual with a nutritionist at hand to discuss controversial points and to add background information.

S,C **Video**

Nutrition and the Athlete, 1977. From Swanson Center for Nutrition, Inc., 8401 West Dodge Rd., Room 101, Omaha, NE 68114, ¾" videocassette, color, sound, 26 min., purchase, $51.95; available on free loan.

In a subject matter field all to often fraught with misinformation and "faddism" it is refreshing to find an audiovisual with sound information on nutrition and the athlete. Several professionals are interviewed including Dan Hanley, senior physician with the U.S. Olympic Team, to discuss topics such as athletes' diets, fad diets, vitamin supplementation, pregame meals, water and salt requirements, and the role of the coach in educating athletes. University of Nebraska coach Bob Devaney's introduction to the program is a guaranteed interest-getter for athletic coaches. Nutrition educators should welcome this sound teaching tool and attempt to make it available for high school and college athletic staff use.

Food, General

PS,P **Activity**

Sunkist Flannelboard Set. From Sunkist Growers, Inc., Dept. 76-FM, Box 7888, Van Nuys, CA 91409, five flannelboard stories, each a 6-page leaflet with full-color cutouts: **Smile, Ralph, Smile,** 1971; **Paintpot McStroke's Masterpiece,** 1973; **Ollie and the Orange,** 1976; **Pedro's Gift to Ollie,** 1976; **Count Dracusnak vs. the Sunkist Kid,** 1976; **Ralph,** a felt hand-puppet, $3.00.

Simple stories for the older preschooler and primary level student promote Sunkist oranges in particular and good nutrition generally in a manner that is sure to attract attention and stimulate interest. Various group activities—games, craft ideas, snack ideas—as well as teacher background information, new vocabulary words and discussion questions, add to the fun and extensiveness of the learning.

PS,P Activity

Juegos de Nutrición, Nutrition Games, 1976. From Action for Children's Television, 46 Austin St., Newtonville, MA 02160, bilingual poster (English and Spanish). 22"x 30", color; bilingual educational leaflet, 4 pp. foldout; $2.00.

An action-filled montage of a multi-ethnic urban neighborhood, this delightfully illustrated poster is filled with children and adults involved in the daily activities of city life with an emphasis on healthful foods. Vendors for fresh fruits and vegetables, nuts, cheeses, fish, etc., abound. Family members are seen working, shopping, snacking, cooking, playing, roof-top gardening and TV viewing. Catchy phrases and slogans pertaining to food pop up everywhere. Also included are snack ideas, children's activities such as a crossword puzzle, drawing suggestions to add to the poster, "find the artist's mistakes," etc., and a separate supplemental list of four children's activities and facts on children's television advertising.

Primary students should find this poster fun, and preschoolers would be fascinated by all the things to see and talk about in the poster, as well as many of the suggested activities. Their exposure to good foods in an amusing manner should help counteract the constant barrage of less desirable foods viewed on television.

P Audiovisual

The Snacking Mouse, 1977. From The Polished Apple, 3742 Seahorn Dr., Malibu, CA 90265, color filmstrip, 41 frames, cassette, 5 min., teacher's guide, 1 p., $21.75.

Children will love the antics of the ever-hungry snacking mouse. In a humorous way the mouse teaches children that bad snacking habits can have sad consequences—at least for a snack-a-holic mouse!

The short filmstrip serves as an excellent introduction to the subject of sensible snacking and gives teachers the opportunity to introduce nutritious snack foods to children in the early primary grades.

E,S Audiovisual

Dairy Products—From Moo to You, 1975. From Centron Educational Films, 1621 W. 9th St., Box 687, Lawrence, KS 66044, film, 16 mm, color, sound, 13½ min., leader's guide, 1 p., $215.

An overview of the dairy industry is offered in this film suitable for use at elementary and secondary levels. The camera takes the viewer step-by-step through the milking process to the pasteurization and marketing of milk, and the processing of milk and/or cream into butter, cheese and ice cream.

Little nutrition information is given, but the film might be used as an adjunct to discussing the milk group in a nutrition unit.

E,I Audiovisual

The Junk Food Man, 1977. From AIMS Instructional Media Services, 626 Justin Ave., Glendale, CA 91201, film 16 mm, color, sound, 10 min., study guide, 3 pp., purchase, $185; rental, $20.

Rhyming narration and a cartoon format are used to maintain interest in this film designed for kindergarten through sixth grade use. A sinister character, Cyril McTreat, dispenses "junk food" while the narrator explains why such snacks are harmful. Many false allegations and implications are made. For example, white sugar and other so-called "crippled foods" are accused of causing tiredness, dizziness and nervousness; names of preservatives are flashed on the screen over a skull and crossbones symbol.

Although nutritious snack food suggestions are given, this film contains too much misinformation to be recommended.

E Audiovisual

The Runaway Snacks, 1975. From Div. of Instructional Media Services, Rm. 2360, Medical Sciences Bldg., University of Toronto, Toronto, Ontario M5S 1A8, Canada, ¾" video cassette, color, sound, 5 min., $50. The information packed into this short, low-cost animation visual is formidable. Although recommended, it might be confusing to the young audience for which it seems geared.

E Activity

Selective Snackology, 1977. From California Raisin Advisory Board, P.O. Box 5172, Dept. SNE, Fresno, CA 93755, teacher's guide, 8 pp.; 1 color poster, 22" x 34", 30 take-home color posters, 8½" x 11"; 1 copy master coloring sheet, 8½" x 11", $1.00.

Three lessons for primary students are presented to develop awareness of the variety of snack foods that can contribute to good health. Lesson one provides basic nutrition information for discussion and some general activities regarding snacks; lesson two explains how raisins are produced; lesson three offers five raisin snack recipes, not necessarily low-sugar, which may be prepared in the classroom and incorporated in the teaching of other subject areas. Whimsical illustrations and learning activities in which students can actively participate should hold student interest and make this introductory unit enjoyable.

E Activity

Snack Wisely, Schirmer, B.K. with M.C. Mapes, 1977. From Media Services, B 10, Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853, teaching guide, 12 pp., 6 one-page handouts, 45 cents.

The intended audience for this 4-H program is the 10 to 12 age group who have completed at least one basic food and nutrition project. The guide emphasizes the selection and preparation of a variety of nutritious snacks providing key nutrients. Presented as five lessons, six worksheets are included which appear useful as references beyond the basic program.

This teaching guide is designed for use with a resource person, preferably a 4-H leader, since much of the text requires further explanation and supplemental materials likely to be available through Extension Service offices. Several of the high-sugar recipes might be modified to encourage acceptance of a wider variety of snack foods.

This program does offer some important guidelines in snack selection and should increase awareness of the value of good nutrition.

E,I Audiovisual

Junk Food, 1976. From McGraw-Hill Films, Dept. 428, 1221 Avenue of the Americas, New York, NY 10020. film, 16 mm, color, sound, 14 min., purchase, $215; rental, $25.

Bill Cosby, Fat Albert and the Cosby kids feature in this film which shows that good food and exercise are necessary for good health. An inner city setting frames Fat Albert's conversion to good eating practices while his friend Slim stuffs himself with "junk food" and winds up losing the football game in the last vital minutes of play when his energy flags. Bill Cosby intersperses messages and morals between the animated sequences.

Part of a series of Fat Albert films that stress positive personal and social values, *Junk Food* would be appropriate for elementary and intermediate level audiences. Unfortunately, no teaching guide accompanies the film.

I Audiovisual

Discovering New Protein Foods, 1975. From Miles Laboratories, Inc., 7123 W. 65th St., Chicago, IL 60638, teaching kit including color filmstrip, 80 frames, cassette or 33⅓ rpm record, (manual or automatic signals), 11 min., teaching guide, 20 pp.; 5 spirit masters, one kit free per institution.

Designed to increase student awareness of world shortages at the junior high school level, this teaching unit emphasizes textured vegetable protein (TVP) as an important source of protein. Product promotion is strongly evident throughout the filmstrip.

One stated instructional objective, "to present the nutritional implications of TVP, particularly in reducing the risk of coronary heart disease" may be considered controversial by some nutrition educators. The American Heart Association's recommendation to the general public to reduce total fat and cholesterol intake and increase the proportion of polyunsaturates is included in all the teaching materials.

The spirit masters include a pretest,

crossword puzzle, two study tests, and post test.

In discussing world food problems, the filmstrip emphasizes protein shortage and does not discuss total calorie shortage. It seems advisable to augment this teaching kit with materials contributing additional points of view.

I Audiovisual

Snacking—Garbage In Your Gut? 1975. From Sterling Educational Films, 241 E. 34th St., New York, NY 10016, film, 16 mm, color, sound, 15 min., purchase $220.

Four junior high school students play a "spying" game on selected classmates to study their snacking habits. The amateur sleuths report to the class typical intakes of high-sugar, high-fat snacks. While this may be an effective consciousness-raising technique, it also tends to victimize the subjects under scrutiny and might be considered a questionable educational technique. Class discussion increases student awareness of their eating habits and the prevalence of "junk foods" in the teen diet. The class visits a research lab where the food value of typical snack foods such as soft drinks and potato chips is discussed along with an assessment of nutritional status of teens. Nutritious foods are substituted for poor snack and lunch choices and the food values of these foods are discussed.

The teen characters are natural and should appeal to and possibly motivate intermediate and junior high students. Teachers will need to plan suitable follow-up activities. No references or resources are given with the film. A brief resume and list of discussion topics is taped to the film canister.

I,S Audiovisual

Choices of a Lifetime, 1977. From Cereal Institute, Inc., 1111 Plaza Dr., Schaumburg, IL 60195, color filmstrip, 58 frames, audiocassette (automatic and manual signals), 12 min., teacher's guide, 16 pp., free to educators.

The importance of keeping caloric intake in balance with energy output and breakfast's potential contribution to the daily nutrient and energy intake are stressed. The role of cereals as a major breakfast component is emphasized and the key steps in processing and fortifying ready-to-eat cereals are shown. Nutrition labeling is also discussed.

Recommended for junior high school use, the filmstrip would be useful in teaching basic nutrition, consumer education and health. Additional background information and suggested resources are given in the teacher's guide along with a few activities and discussion questions.

Also available, same source: **Today's Choices,** 1978, color filmstrip, 59 frames, audiocassette (automatic and manual signals), 12 min., teacher's guide, 16 pp., free to heads of departments and high school resource centers.

Designed for high school level audiences, this audiovisual uses the same script as the above filmstrip, but pictures older teens.

I,S Audiovisual

The Day Milk Was Turned Off, 1975. From National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018, 16 mm film, color, sound, 28 min., includes teacher-leader guide, 8 pp., foldout, $130.

In this unusual film, the following story is depicted: a banker refuses a loan to a hardworking, small dairy farmer, and the banker's pangs of conscience give him a nightmare—which occupies most of the film. The "nightmare" is the sudden disappearance of milk from the U.S. food supply; the U.S. President calls for measures to solve the "national crisis." Government advisors are called in to point out the place of milk in the diet and in the economy.

Costumed "nutrient characters" appear in fantasized sequences and describe their nutritional roles. (This part becomes a little overexaggerated.) The dramatized story would probably appeal to many junior high and high school students. The teacher-leader guide gives good suggestions for incorporating the film into consumer education, social studies/economics, and nutrition and health areas of the curriculum. The guide unfolds into a poster depicting milk's nutritional contributions.

The film's adaptability to various curricular areas is a very good example of how nutrition is an interdisciplinary subject. As with all audiovisuals, it should be previewed first by teacher or leader to determine its suitability for the specific audience and occasion.

I,S Audiovisual

The Eating on the Run Film, 1975. From Alfred Higgins Productions, Inc., 9100 Sunset Blvd., Los Angeles, CA 90069, 16 mm film, color, sound, 16 min., $225.

Audiences from intermediate school level through adults will enjoy learning from this film that eating balanced meals and snacks is not necessarily time consuming but simply requires know-how and a little planning. It shows how to obtain nutritionally sound breakfasts, lunches, and snacks *and* keep up a fast pace. Several breakfasts which can be prepared in less than two minutes—and some which entail no preparation time at all—are featured. Viewers are shown how sample lunches purchased at fast food restaurants can be reselected for better nutrition.

The film is excellent. It is lighthearted, positive in approach, varied in pace and technique, sound, and an example of instruction relevant to real-life situations.

I,S Activity

Grains in Your World, 1976. From the Quaker Oats Company, Grains in Your World, Box 14302, Dayton, OH 45414, 8 spirit masters and activity guide, 8 pp., free regardless of quantity.

The variety of learning experiences suggested in this spirit master program could dovetail into 7th to 12th grade level history, economics, consumer education and nutrition classes. Some very imaginative approaches to the study of grain and the history of civilization are suggested. Other topics covered include changes in food patterns, grain processing, the economics of grain, and nutrition.

The nutrition activities center on knowing one's individual calorie needs, practice in choosing balanced meals from the Four Food Groups, and analyzing other teens' nutritional needs according to their activity and eating patterns. This problem-solving approach to learning nutrition is good.

Although each activity is supported by background information, no additional resources or a bibliography are given—a minor drawback to this free teacher resource.

I,S Audiovisual

Snacks Count Too! 1975. From Journal Films, 930 Pitner, Evanston, IL 60202, film, 16 mm, color, sound, 10 min., purchase, $145; also available with Spanish language soundtrack.

The fact that snack food calories count in the day's dietary intake is forcefully pointed out in this bright and breezy film. Examples of high-sugar and high-salt snack foods are shown and discussed as being potentially harmful if eaten to excess.

Social aspects of snacking are discussed, and viewers are urged to develop a plan for snacking, making it a planned part of the total day's intake of nutritious foods. No food guides are discussed, but many examples of nutritious snacks are shown. Aaron Altschul, Professor of Community Medicine, Georgetown University, served as consultant to the film. The film is appropriate for intermediate and high school grade levels.

I,S Audiovisual

We Are What We Eat, 1976. From Multi-Media Productions, Inc., P.O. Box 5097, Stanford, CA 94305, two-color filmstrips with audiocassette (automatic and manual signals): **What Foods Do We Need?,** 44 frames, 8 min.; **Is It Really Junk Food?,** 40 frames, 8 min.; two audioscript booklets, 4 and 5 pp., teacher's manual, 3 pp., complete package, $19.95.

Designed as part of an audiovisual curriculum for the General Equivalency Diploma (GED), the educational content of these two filmstrips falls short due to serious omissions and inappropriate visualization of nutrition concepts.

Although the nutrient approach is used in *What Foods Do We Need?*, no mention is ever made of minerals or water as essential nutrients. The film tells us to "eat all the right foods . . . for a happy, healthy, and productive life," but illustrates sugar, beer, pie, and ice cream too often. For the most part, excellent food sources of the essential nutrients were omitted. Certain statements and implications in *Is It Really Junk Food?* are also questionable. This material cannot be recommended.

I,S **Activity**

Yogurt Classroom Kit, 1977. From Educational Services, Dannon Milk Products, 22-11 38th Ave., Long Island City, NY 11101, 30 copies **Good Food News,** 4 pp., educator's resource guide, 4 pp., 4-color poster, **Yogurt Makes It Better!** 26" x 20", $1.50.

Designed as a tabloid-sized newspaper, the student resource *Good Food News* can be used as an individual project or as part of a class lesson. The paper is primarily an informational promotion sheet on yogurt, using yogurt examples to explain such subjects as nutrition labeling, unit pricing, open dating, ingredient listing, and dieting. Activities such as crossword puzzles, word scramble and true-false questions are included. The teacher's resource guide and wall poster provide further learning activities and ideas for serving yogurt. Recommended for use by students, ages 12 to 18, this is a useful resource for the introduction and use of yogurt as well as a stimulus for discussing other nutrition topics.

I,S,A **Audiovisual**

The Inside Story (and the Outside, Too . . .) of Fresh Citrus Fruit, 1975. From Sunkist Growers, Inc., Consumer Service, Div. ISO, Box 7888, Van Nuys, CA 91409, color filmstrip, 75 frames, cassette (manual or automatic signals), 16 pp. booklet, $2.50 to teachers.

Interesting facts about the growing, handling and marketing of citrus fruit are discussed in this consumer education filmstrip suitable for junior and senior high school and adult audiences. Tips on selecting and storing good quality citrus and numerous suggested uses for citrus (oranges, grapefruits, tangerines, lemons and limes) are given along with some nutrition information.

Both visual and audio messages prominently feature the product label, but much useful information is imparted. The accompanying booklet features recipes and information useful for food preparation classes.

I,S,A **Audiovisual**

Soybeans—The Magic Beanstalk, 1975. From Centron Educational Film, 1621 West Ninth St., Box 687, Lawrence, KS 66044, film, 16 mm, color, sound, 11½ min., leader's guide, 1 p., purchase, $185 rental, $18.50.

The marvelous diversity of soybean products from sausages to soap is clearly demonstrated in this brief film which discusses the origin, cultivation and uses of the plant.

The extraction of soy protein is shown along with many examples of products made from textured vegetable protein. Food value is discussed and the point made that soybeans are an inexpensive source of protein that may help to solve the world's food shortage. It is suitable for intermediate to adult audiences.

S **Audiovisual**

The California Avocado, 1977. From California Avocado Advisory Board, Suite 909, 3345 Wilshire Blvd., Los Angeles, CA 90010, color filmstrip with 33⅓ rpm record (manual and automatic signals), 53 frames, 9 min., illustrated script booklet and guide, 18 pp., foldout recipe leaflet, 16 pp., $2.00, free loan.

The history, nutritional composition, production and uses of avocados are discussed in this filmstrip. A cartoon-type format uses humor to keep the viewer's attention. Information given is sound and straightforward. The nutritional information is based on a recent analysis of the avocado and differs from USDA *Handbook No. 8.* While promotional, this unit will clarify for students, ages 12 to 18, the many aspects and uses of the avocado. The accompanying booklet reproduces the filmstrip frames and script and includes a quiz and project ideas.

S **Audiovisual**

The Incredible Edible Egg, 1978. From The American Egg Board, 205 Touhy Ave., Park Ridge, IL 60068, color filmstrip with audiocassette (automatic and manual signals), 80 frames, 8 minutes; audioscript booklet, 3 pp.; teacher's guide (includes spirit master book), 20 pp., 18" x 24" two-sided poster, 3 handout recipe pamphlets, 4 pp. each, mini-price comparison guide handout, 2 pp., complete package, $6.00.

This multimedia program for secondary level students emphasizes production and marketing of eggs and illustrates basic egg cooking techniques. Directions and important cooking tips for the five basic ways to cook eggs are clear and practical. Many imaginative ideas for using eggs in recipes are beautifully illustrated and look very appetizing. Limited nutrition information about eggs is included; however, the overall message of the film is the endless ways eggs can be used anytime of the day, and the more the better!

S,C,A **Visual**

The Good Food Unit, 1974. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, 17" x 23", color, single copy $3.50.

This poster is worth obtaining for the flip side! Entitled *Some Thought for Food,* the poster illustrates adaptations of nursery rhymes and catch-phrases that attack poor food habits—from "fast" foods to "health" foods. Underlying the satire is a message of moderation and varied food intake. It would be suitable for display on college, high school, or community bulletin boards and in consumer education programs.

S,A **Visual**

All Pork Needs Is a Little Understanding! 1975. From National Pork Producers Council, 4715 Grand Ave., Des Moines, IA 50312, 4-color wall chart, 27½" x 21½" unfolded, 1-9, 25¢ each; quantity prices available.

Originally designed as a magazine tear-out, this information poster presents pork facts, attractive pork recipes and some nutrition information. (The claim that pork is the richest food source of thiamin challenges one to find a still higher source—aha, wheat germ!)

A game to initiate meal planning and food preparation activities is included which also encourages learning something about pork's nutritive value. Recommended for senior high school and adult food and cookery classes.

S,A **Audiovisual**

The Increasing Importance of Grain Foods, 1975. From Cereal Institute, Inc., 1111 Plaza Dr., Schaumburg, IL 60195, color filmstrip, 39 frames, cassette, 10 min., guide, 11 pp., free to department heads in senior high and college.

Several topics are briefly introduced: factors affecting world food supply and food costs, impact of U.S. population changes on food choices and meal patterns, grain foods as a vehicle for added nutrients, characteristics of today's breakfast, and nutrition labeling. The information is well illustrated and appropriate for food, nutrition and consumer-oriented classes in high school, college and the community. The use of supplementary materials is encouraged.

S,A **Audiovisual**

Look and Cook, A complete introduction to food and nutrition, 1976. From Butterick Publishing, 161 Sixth Ave., New York, NY 10013, six teaching units: **Nutrition Basics, Animal and Plant Proteins, Milk and Dairy Products, Breads and Cereals, Fruits and Vegetables,** and **Kitchen Equipment** (not reviewed). Each unit includes: two filmstrips with cassette tapes of 33⅓ rpm records; avg. playing time 12 min.; avg. frames, 90; 6 overhead transparencies, 8 spirit master study questions, wall chart, 32" x 22", teacher's guides, avg. 24 pp., teacher's plan book, 48 pp., $350 for the set; $68 for each program.

With the exception of the one unit on nutrition basics, food shopping, preparation and storage principles outweigh nutrition information presented in this series intended for high school home economics

use. However, study questions and overhead transparencies frequently add nutrition information complementary to the filmstrips.

The first filmstrip in the nutrition unit discusses the usual basics of human nutrient needs in terms of RDA and the Four Food Groups, and the second filmstrip provides a sophisticated approach to a discussion of world nutritional needs. A number of notables with strong feelings about the world food situation are interviewed, such as Francis Lappe; Jean Mayer; USDA economist Richard Kennedy; and Gerald Connolly, Director of the Freedom from Hunger Foundation. This approach encourages discussion of the problem without dictating solutions, and a values clarification exercise could logically follow as a classroom activity.

Although the cost is high, the wealth of material in these units is well thought out and would be useful to those combining nutrition education with food preparation. The teacher's plan book contains 80 complete lesson plans. The materials are suitable for adult use and senior high level.

S,A **Visual**

Meat In a Hungry World, 1976. From American Meat Institute, P.O. Box 3556, Washington, DC 20007, slide set, 68 frames, script, 7 pp., purchase $47.

Focusing on the world food crisis, this set of slides presents a countermessage to those advocating a reduction in meat consumption in America. The slides basically give background information on crop and livestock production in recent years and account for circumstances leading to the 1974 world food crisis. The script points out the advantages of maintaining some land for pasture utilization for the conversion of inedible cellulose into protein by livestock. Its message strongly points out the difficulties of distributing foodstuffs. "Simply reducing meat consumption does not, by itself, accomplish a great charitable goal," the script says. Much useful information about food production is imparted, but for a balanced presentation, a teacher might wish to add information about average meat consumption figures in North America along with a discussion of protein and fat intake recommendations. The slide set is suitable for high school and adult audiences.

S,A **Visual**

Versatile Vegetables—See how they grow, undated (circa 1977). From Green Giant Co., Consumer Services Dept., Le Sueur, MN 56068, set of 8 multi-colored wall charts, 22¼" x 14½", free.

Dull vegetables need not be part of a daily menu plan if suggestions in these posters are followed. Varied preparation methods, menu variety, and specific meal appropriateness are emphasized. The front side of each chart offers eye-catching pictures of vegetables while briefly explaining nutritional values, their cultivation, their use in microwave cooking, meatless main dishes, or international recipes, and product promotion. The flip side gives more detail and includes some classroom activities and several recipes, each of which calls for one or more processed vegetables. This resource should prove helpful to food/nutrition teachers of secondary students and adult groups.

A **Visual**

Here's To Your Health! 1975. From Consumer Services, Sunkist Growers, Inc., P.O. Box 7888, Van Nuys, CA 91409, poster, color, 18" x 24", limited quantities available free to professionals or institutions.

Directed specifically to senior citizens, this poster stresses the importance of a daily source of vitamin C and promotes citrus fruit as a source. It is colorful, appealing and free!

A,G **Visual**

The Food Composition Unit, 1978. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, color poster, 22" x 16½", $3.50.

Alphabetical listings and illustrations of many foods attempt to convey food composition data in terms of U.S. RDA. The amount of information given, however, may confuse the lay person for whom the chart is intended.

Diagrammatic symbols indicating the percentages of U.S. RDA for fat; portein; carbohydrate; vitamins A, B-1, B-2, C; and calcium and iron are too small to be easily read. As foods from A to N are on one side and N through W on the other, the poster must be turned over to be fully used. This effort to illustrate food values is noble, but the result is one of crowded confusion.

Food Preparation and Service

E **Audiovisual**

Food for Thought, undated (ca 1974-75). From Marsh Film, P.O. Box 8082, Shawnee Mission, KS 66208, color filmstrip, 63 frames, teacher's guide, cassette or record, 6 pp. foldout, $22.50.

Designed for use with upper elementary school children (grades 4-6), this filmstrip deals with food choices in a consciousness-raising manner. Photographs of real food and people comprise nearly all frames. The Four Food Groups are presented as a guide to wise food selection with ethnic foods as well as "All-American" types featured. Balancing food intake and energy output is discussed along with snacking and poor food habits that can lead to obesity. The question: *"Is this the way you want to go?"* is left to the viewer to answer.

E **Activity**

What's Cooking, Cook, A., 1976. From Bowmar/Noble, 4563 Colorado Blvd., Los Angeles, CA 90039, teacher's guide, 87 pp.; recipe cards, 8½" x 11", 16 recipes 4 cards each, illustrated; 7 posters, 17" x 22", color; 1-year write-in calendar; 2 adjustable cardboard clocks; $40.

Here is an extremely well-thought-out, well-organized cooking unit for elementary children. While the guide's introduction sells the program in terms of the various learning opportunities possible through cooking, teachers will also be struck with the wealth of thought and detail that has gone into formulating the guidelines for achieving this learning. Included are a five step outline for setting up a cooking area, specific ideas to consider before children cook, an explanation of the role of the teacher in cooking, guidelines for use of each recipe and poster along with suggested related activities, a discussion of the promotion of an integrated curriculum through cooking, and much useful additional information. The recipes, written in both "U.S. Customary" or English units and metric units, show children of various ethnic backgrounds in the illustrations and seem durable with "wipe clean" surfaces. Unfortunately, nutrition education has not been included in the goals and activities of this package, and the absence of precautionary instructions about selection and handling of raw eggs by children is an oversight. Overall this is a very good elementary level classroom cooking guide that should find its way into district and individual school resource centers.

S,A **Audiovisual**

Light and Easy, Part 1: Measure of Responsibility; Part 2: Elegant Low Calorie Foods, 1975. From Media Services Film Library, 55 Judd Falls Rd., Cornell University, Ithaca, NY 14853, film, 16 mm or ¾" videocassette, color, sound. Part 1, 20 min.; Part 2, 30 min.; $290; combination price, $375. Video cassette purchase: Part I, $65; Part II, $65; preview/rental, $12.50 for 2 days (special rates available to New York State Cooperative Extension).

Graham Kerr, the "Galloping Gourmet" of TV fame, discusses his "theory of increasing returns" in the introductory program. Kerr's criteria for judging his cooking efforts are: emotional appeal (aroma, taste, looks), nutrition, budget and effort (reward vs. time involved). Several dishes are examined with these criteria in mind, and then a casserole is demonstrated that meets all the criteria. While giving his food demonstration, Kerr offers some insight into menu planning and philosophy of food preparation

that would appeal to a sophisticated adult audience.

Part II is aimed at demonstrating low-calorie dishes and preparation methods that will reduce total calorie intake and can be used as a complementary teaching aid to the 6-lesson portfolio "Fad Dieting"(reviewed in J. Nutr. Ed., 7:120, 1975).

The film is divided into five 5-minute demonstrations which cover salad making, use of herbs and spices, crisp snack foods, Chinese vegetable cookery and omelette making. These short demonstrations could be viewed separately to dovetail with specific subjects in a curriculum. It is especially suitable for sophisticated teenage or adult audiences. Kerr's rapid-fire chit-chat and cooking expertise should spur "jaded cooks" to approach cooking more creatively.

S,A **Visual**

Protecting Vitamin Content, 1975. From NASCO, 1524 Princeton Ave., P.O. Box 3837, Modesto, CA 95352 or NASCO, 901 Janesville Ave., Fort Atkinson, WI 53538, overhead transparency with four color overlays, $5.50.

Principles involved in retaining maximum vitamin C during food preparation and cooking are depicted in this transparency, which should be useful for student and adult cooking classes.

A **Audiovisual**

Classroom and Cafeteria, Part 8, Food For Youth Series, undated, ca. 1975. From USDA, Food and Nutrition Information Center, National Agricultural Library, Rm. 304, Beltsville, MD 20705, film, 16 mm, color, sound, 30 min., free loan. Food For Youth Study Guide, FNS-140, 1975, from Government Printing Office, Washington, DC 20402, 100 pp., $1.70.

The "Food For Youth" film series originated some time ago, but the accompanying study guide has recently been revised. The film series was made to use for inservice training of school food service personnel. The objectives are to update and improve nutrition information as well as motivate school food service workers to use their skills to upgrade the diets and nutrition knowledge of students in the school.

Part 8 is intended to show ways of including nutrition education in the school lunch program. Several examples of school lunch staff cooperating with teachers are illustrated. Unfortunately poor color quality, rather stiff interview situations with school food service personnel and school administrators and lack of creative camera techniques detracts from the sometimes useful information imparted. It is questionable whether school food service workers would remain attentive during this film unless exceptionally motivated.

In general the study guide has clearly written objectives and information to supplement each film.

A **Audiovisual**

Food for Thought, 1974. From Illinois Office of Education, 100 N. First St., Springfield, IL 62777, film, 16 mm, color, sound, free loan.

This film explains and promotes the School Lunch Program, primarily through interviews of various related officials and the showing of actual school lunch situations. Information is included on the development of the program; cost; how it is administered; the content of a Type A lunch; and specific benefits—the prevention of behavior and learning problems, better communication between teacher and student, and an outlet for nutrition education. The film would be useful as part of a campaign for establishing lunch programs in a school or school system or to aid in increasing participation.

A **Audiovisual**

Parents, Kids and Vegetables, 1975. From Visual Aids, Cooperative Extension Service, 246 Animal Science, University of California, Davis, CA 95616, 53 35-mm color slides, cassette, 15 pp. script, $21.65.

A colorful slide set does a good job of discussing why many children do not like vegetables. Steps are shown in preparing and cooking vegetables to keep them attractive and retain maximum nutritive value. Positive ways of presenting new foods to children are also discussed.

The information presented is sound, and the resource is recommended for use with parents, teachers,school food service personnel and others involved in molding the food habits of young children.

A **Audiovisual**

Type A Menu Success Story, 1978. From Nutrition Know-How, Instructional Materials Development, 48075 Colony Farm Circle, Plymouth, MI 48170, color filmstrips: **Why the Type A Lunch? How to Plan Type A Lunch Menus, Planning Menus for Different Age Groups, How to Evaluate Menus;** 56 to 110 frames, with audiocassettes (manual signals), 6 to 10 minutes; use guide, 4 pp., $100.

This four-part program easily adapts to individual unit use. Several basic school foodservice procedures and requirements are adequately covered under each descriptive topic. These units would fit nicely into well-developed lesson plans that encompass the subject matter. On their own, the units leave many pertinent and usual questions unanswered, such as "Why do some foods like powdered milk not qualify in the Type A pattern?" and "How are the Type A nutrition requirements affected by the offer vs serve provision?"

Because of this and because the use guide only lists other references and menus shown in the filmstrips with cross-reference to USDA Type A quantity recipes, this educational program could be most effectively utilized by a knowledgeable foodservice nutrition education specialist. In that context, *Type A Menu Success Story* can be recommended for orientation and training of basic skill school foodservice personnel.

Food Habits and Preferences

I **Audiovisual**

Too Much of a Good Thing? undated (ca 1974-75). From Marsh Film, P.O. Box 8082, Shawnee Mission, KS 66208, color filmstrip, 57 frames, cassette or record, teacher's guide, 6 pp. foldout, $22.50.

American eating habits are analyzed and criticized while parallels are noted between the national energy crisis and a human energy crisis. The narrative attempts to make viewers consider their values concerning food and eating habits.

The Four Food Groups are illustrated but neither number of servings nor total energy needs are discussed. The filmstrip could be a starting point for class discussion on nutrient and energy requirements with more complete information supplied by the teacher. Recommended for grades 5-8.

I,S **Audiovisual**

Nutrition: The All American Meal, 1976. From Barr Films, P.O. Box 5667, Pasadena, CA 91107, film, 16 mm, color, sound, 11 min., 1 p. discussion guide attached to film cannister; purchase, $165, rental $16.50.

The fact that food and culture are intertwined is emphasized in this film intended for intermediate through senior high audiences. The film assesses the nutritional value of America's favorite meal—a hamburger, french fries and a soft drink. Ways in which this meal can be nutritionally improved are discussed.

The film points out that the U.S. "eat and run" lifestyle parallels the development of the automobile and the concern for mobility and speed. Other influences such as advertising, more working women, increased convenience foods, etc., are not discussed, but the film opens the way for discussing individual and family eating patterns and values.

I,S,C,A **Audiovisual**

Look Before You Eat, From Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069, film, 16 mm, color, sound, 22 min., study guide, 1 p., purchase, $310; rental, $20 for three days.

While attacking the overconsumption of "junk foods" in the United States, this film discusses the relationship of diet and

disease and the changes that have occurred in U.S. eating patterns in recent years. The film is especially critical of food products that have been "engineered" for color, sweetness, and convenience.

Sugar, fat, and salt consumption are examined in some detail. The increase in average per capita consumption of soft drinks—from 40 cans in 1945 to 300 cans now—is depicted with great impact. Teenagers in the film try to limit fat, salt, and sugar intake in their diets for three weeks and then report on their results.

Choosing nutritious foods for snacks and meals is emphasized in the film, and some of the study guide activities suggest ways of examining personal food patterterns. The film is recommended for junior high, secondary, college, and adult audiences.

I,S,A **Audiovisual**

Vegetarianism in a Nutshell, 1977. From The Polished Apple, 3742 Seahorn Dr., Malibu, CA 90265, color filmstrip with cassette (manual and automatic signals), 14 min., 84 frames, teacher's guide, 1 p., $29.75. Calif. residents add 6% sales tax.

Reasons for turning to vegetarianism are many. Religious, ethical, economical and health and ecological concerns are a few reasons discussed in this filmstrip. Information on the different types of vegetarians is given along with guidelines for planning a vegetarian diet and dietary precautions.

A few controversial ideas are presented in the script, e.g., the implication that by "cutting down on meat you lower cholesterol levels, reducing the risk of a heart attack," and the statement that an association between cancer and consuming large quantities of meat is emerging. With these exceptions, the filmstrip provides sound information. The decision of whether or not to become a vegetarian is left up to the viewer, but a general decrease in the amount of meat in most American diets is advocated. Recommended for junior/senior high school and adult audiences.

S **Audiovisual**

American Ethnic Foods, Origins and Preparation, 1977. From Butterick Publishing Co., 161 Sixth Ave., New York, NY 10013, four teaching units: **Soul Food, Mexican Food, Chinese Food** and **Italian Food.** Each unit includes two color filmstrips with cassette tapes (manual and automatic signals), avg. frames, 70; teacher's guide and scripts, 20 pp.; 7 to 8 spirit masters; two-color wallchart, 22" x 17"; $62 per unit; $297 per set.

Integrating the study of culture with ethnic food preparation is the exciting approach of this educational package. A brief, sometimes "glamorized," history of each culture's influence on America and American eating patterns is presented in the first filmstrip. Additional background and suggested resources are included in the teacher's guide to each unit. The second filmstrip in each unit shows detailed preparation of a meal featuring certain ethnic dishes of the culture. Students should be cautioned that the types of menus suggested by the instructional material sometimes fit North American rather than other ethnic meal patterns.

The photos chosen from archival records enhance the narration and aid understanding of cultural food practices.

Very little nutrition information per se is incorporated, but the understanding of food customs made possible by these high quality visuals should encourage their use in high school food and nutrition classes. The educational approach for each unit well conceived, and useful resources are provided.

S,A **Audiovisual**

Food for Thought, 1977. From Century II Motion Pictures Ltd., 400 8540 109th St., Edmonton, Alberta, Canada T6G 1E6, film, 16 mm, color, sound, 16 min., $259 (Canadian) plus $10 shipping charges.

The basic principles of safe food handling and storage are addressed in a lighthearted manner in this film aimed at everyone who prepares food.

Several points are clearly made: 1) most food poisoning occurs due to mispractices in the home, 2) time and temperature are critical in preventing multiplication of food poisoning bacteria, and 3) preventative measures must be taken to avoid cross-contamination of bacteria. The information is imparted in a "play within a play" setting as a demonstrator performs before an audience that participates in the information exchange.

The film provides sound basic information that would be useful in consumer education programs for secondary students and adults. It might also be used for training foodservice staff.

S,C,A **Audiovisual**

Changing Foods in Changing Times, Cereal Institute, Inc., 1977. Available on free loan from Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, NY 11040, film, 16 mm, color, sound, 16 min., resource booklet, 12 pp.

The documentary-style film presents the cereal industry's views on subjects such as fortification and presweetened cereals.

How breakfast eating patterns have changed along with changing lifestyles and working patterns is the first focus of the film. The need for variety in the diet is discussed along with the nutrient content of cereals. A comparison of nutritive values of a presweetened and plain cereal is made showing the otherwise similar nutritional composition of the two products. Nutrition labeling is mentioned in the film and discussed in greater depth in the accompanying booklet which reinforces the film's main points.

Nutritionists, researchers and other scientists lend authority to the film. The authority messages are numerous, however, necessitating a considerable background knowledge in nutrition for easy comprehension. Intended for high school, college and adult audiences, the film would be useful in food, nutrition and consumer education classes to spark discussion of the issues covered. A nutrition educator should be on hand to see that a variety of views are presented to balance the views of this predominantly promotional film.

A **Audiovisual**

From Beef to Beans, 1974. From Div. of Instructional Media Services, Rm. 2360, Medical Sciences Bldg., University of Toronto, Toronto, Ontario M5S 1A8, Canada, ¾" videocassette, color, sound, 26 min., $140. This material contains vegetarian diet information, and is recommended.

A **Visual**

The Vegetarian Unit, 1977. From National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106, color poster, 22" x 16½", $3.50.

Recommendations for planning balanced vegetarian diets are combined with recommendations for low-cholesterol, low-fat food selections in this informational poster. Traffic signal colors code the foods illustrated as desirable (green), less desirable (yellow), and least desirable (red) in terms of amounts of fat, cholesterol, sugar, or salt.

The reverse side of the poster gives a potpourri of additional information on meal planning and cooking for the lacto-ovo vegetarian. Several vegetarian cookbooks are also listed.

The poster would be most useful for those lacto-ovo vegetarians who are also concerned about limiting saturated fats, sugar, and cholesterol in the diet. The amount of information and the two concurrent messages may be confusing to some. Not all nutritionists would agree with some of the dietary recommendations, such as limiting egg yolks to three per week.

G **Visual**

Basic Food Groups, 1977. From Professional Health Media, P.O. Box 922, Loma Linda, CA 92354, color poster, 21" x 28", $1.50.

A beautiful full-color poster of foods selected for a vegetarian diet is marred by incomplete information on size of recommended servings. The traditional Four Food Group approach is modified by listing legumes, cheese (only cottage and soy cheese), and vegetable protein foods in a protein group. The number of recommended servings in each group follows the Four Food Group Guide.

Many nutrition scientists are now advocating more specific guidance for those on special diets (see Evaluation and Modification of the Basic Four Food Guide, *J. Nutr. Ed.*, 10:27). The poster statement to "eat additional foods as needed for more calories" falls somewhat short of that objective.

Also available, same source: **Get It Together with Four Food Groups,** 8½" x 11", full-color handout, 25 cents. The guide features foods for lacto-ovo vegetarian diets. Information on number of servings and serving sizes is included in this resource with the exception of the protein group which lists only "2 or more servings" and no indication of serving size.

Food Economics and Concerns

PS,P **Audiovisual**

A Visit with Farmer Joe, 1975. From Journal Films, 930 Pitner, Evanston, IL 60202, film, 16 mm, color, sound, 12½ min., purchase, $165. A delightfully filmed visit to a dairy farm, with side trips to a sheep and pig farm, give preschool and primary youngsters some idea of the origins of some food products.

E,I **Audiovisual**

The Supermarket, 1974. From Alfred Higgins Productions, Inc., 9100 Sunset Blvd., Los Angeles, CA 90069, 16 mm film, color, sound, 11 min., $150.00.

Viewers of this film get a glimpse "behind the scenes" of the modern supermarket. Various sequences are shown that depict: cleaning the store inside and out before it opens; the arrival and unloading of delivery trucks and the checking of inventory; the transfer of perishables to cold storage or freezer rooms; the cutting, wrapping, and automated wrapping and pricing of meat; and the many responsibilities during a typical day of the supermarket manager.

The film effectively portrays this link in the journey of food from producer to consumer. It could be used with upper-elementary and junior high students, e.g., in social studies, health, or science curricular areas. Local supermarkets might cooperate in arranging to have this film shown or distributed.

E,I **Audiovisual**

Seeing Through Commercials, A children's guide to TV advertising, 1976. From Vision Films, P.O. Box 48896, Los Angeles, CA 90048, 16 mm film, color, sound, 15 min., purchase, $220; rental, $20 (for 3-day period).

Tricks of the trade in photographing product commercials are demonstrated for youngsters so they may more critically view TV advertising of toys and food products. The discussion clearly illustrates special camera effects and manipulative techniques used to make products appear more appealing and exciting.

Techniques used to make food commercials appeal to children are demonstrated using a sample breakfast cereal commercial for "Sugar Fruit Giggles." While the critique of the commercial message incorrectly implies that cereals have little nutritional value aside from the milk served with them, the sensitization of a young audience to the advertising techniques used is splendidly done.

The final scenes show an original toy ad using the camera tricks and manipulations explained earlier. The film ends with "What tricks did you find?" Spirited post-film discussion should follow among elementary and junior high school viewers.

E **Audiovisual**

Soopergoop, 1975. From Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069, film, 16 mm, color, sound, 13 min., study guide, 1 p., purchase $205.

One of the teaching objectives of this film is that children "will learn the principal tactics used by advertisers to persuade and manipulate them into buying products." Unfortunately in showing the development and marketing of a hypothetical presweetened cereal, "Supergoop," the film uses the same techniques of exaggeration and trick photography as many ads without clearly giving viewers information to help them make better judgments as consumers. Cartoon and caricature are used extensively, but the profit-minded "food manufacturer" in the film seems overly distorted.

The film is recommended by the film producers for primary and elementary levels, but the use of sophisticated adult humor could be misunderstood by young children viewing the film and they might well come away wanting to buy "Soopergoop." The film might be suitable for older elementary children and for parent education to give an understanding of the advertising tactics used to "sell" food products to children watching T.V.

The effectiveness of this film would depend strongly on follow-up discussion and activities directed by the teacher as well as on preknowledge that high sugar intake is undesirable. The study guide does contain useful suggested supplemental activities.

E,S,A **Audiovisual**

Toast, 1974. From Bullfrog Films, Oley, PA 19547, film, 16 mm, color, sound, 12 min., discussion guide, 1 p., purchase, $180; rental, $18 for three days.

Toast tells the tale of the high energy expenditure of food production. With minimum dialog the film traces the production and distribution of a loaf of bread from oil wellhead, which produces fertilizer to grow the grain to make the bread, to end use. The point that much energy has to be used directly and indirectly is well made.

Although the lack of dialog might mystify audiences not primed to this nonverbal film, wasteful expenditure of food—hence energy—is dramatically illustrated. Elementary children may need to be primed to the industrial processes shown without explanation, but the film could be used with almost any audience, aged 6 to 106, to motivate energy and resource conservation.

I,S **Audiovisual**

Consumer Education: Buyer Be Wise, 1975. From Educational Enrichment Materials, 357 Adams St., Bedford Hills, NY 10507, series of four color filmstrips each with cassette or 33⅓ rpm record (manual and automatic signals): **Budgets, Batteries, and Bicycles,** 59 frames; **Supershopper Goes to Market,** 65 frames; **Health Is A Best Buy,** 50 frames; **And Now, A Word From Our Sponsor,** 51 frames; teacher's guide and script, 20 pp., $20 for each filmstrip.

This consumer education unit includes two filmstrips of interest to nutrition educators. "Supershopper" uses a cartoon figure to introduce food marketing and nutrition information to viewers. The cartoon technique and frequent appearance of preteen children in the filmstrip indicate that the series is designed for an intermediate/junior high school audience. The scope of the marketing information seems very broad, however, for such a young audience. Basic nutrition information based on the Four Food Groups is given along with labeling information (nutrition labeling is only briefly mentioned) and food marketing information. The psychology of supermarketing selling is also discussed.

The filmstrip on advertising, "And Now, A Word From Our Sponsor," points out the influences of advertising on consumer buying, often using food products as examples.

Suggested learning activities included in the teacher's guide reinforce the "learning for living" tone of this recommended consumer education resource.

I,S **Audiovisual**

Decisions, Decisions! 1977. From Marshfilm, P.O. Box 8082, Shawnee Mission, KS 66208, filmstrip with cassette or record, 53 frames, 16 min. teaching guide and script, 6 pp. foldout, $21.

Values clarification and decision making are examined in this filmstrip for intermediate and junior high students.

While food and nutrition decisions are not used as examples, the basic decision-making principles outlined could easily be applied to making food choices, taking action on weight problems and making other food-related decisions. The young teenagers in the film are effective peer

teachers for this "learning for living" lesson.

I,S **Audiovisual**
The Sugar Cereal, Imitation Orange Breakfast, 1975. From Benchmark Films Inc., 145 Scarborough Rd., Briarcliff Manor, NY 10510, 16 mm film, color, sound, 8 min., purchase, $170; rental, $20.

Comedian Marshall Efron plays the buffoon as he advises viewers to think of breakfast as dessert and displays high-sugar cereals and fruit drinks. Lines like "sugar lovers unite, you have nothing to lose but your teeth" may or may not appeal to the intermediate and junior high grades for which the film seems intended.

While the "tongue-in-cheek" humor leaves no clear-cut message with young viewers, the film could be the impetus for discussion on sugar in the diet in relation to caloric and nutrient needs.

I,S,A **Audiovisual**
Eat, Drink and Be Wary, 1975. From Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069, 16 mm film, color, sound, 21 min., $315.

Shoppers, consumer advocates, recognized nutrition authorities, homemakers, and children express their personal opinions in this film on today's eating habits and the role of processed foods in the diet.

Although it is acknowledged that food additives are not to be damned indiscriminately, the film questions the increasing use of additives in today's foods and points out the controversies surrounding some of them. Nutritional losses from processing are also examined along with the high sugar content of many processed foods. The role of advertising in increasing the acceptance of highly processed foods is emphasized with the high proportion of dollars spent in promoting these foods dramatically illustrated.

Nutrition information in the film is accurate. The film effectively presents the point of view that a good diet contains a high proportion of unprocessed and fresh foods rather than overprocessed or fabricated foods. It should motivate audiences from junior high level through adults to discuss spiritedly as well as personally examine U.S. food habits today.

I,S,A **Audiovisual**
Food, Fads & Fallacies, 1976. From Walt Disney Educational Media Co., 500 S. Buena Vista St., Burbank, CA 91521, set of 4 color filmstrips with audiocassette or 33⅓ rpm record (both with automatic and manual signals); **I Eat What I Like, Regardless,** 50 frames, 8 min.; **Food Fads: You Bet Your Life,** 44 frames, 8 min.; **Is "Natural" Healthy?** 50 frames, 9 min.; **Is There a Perfect Diet?** 41 frames, 7 min.; teacher's guide, 8 pp., $96 per set, single filmstrip with cassette or record, $27.

Quality cartoons and photography are consistent in this series that examines food myths and misinformation. Intended to appeal to students from intermediate levels and adults, the first unit discusses food faddism and cultural, religious, and geographical influences on eating patterns and food habits. The unit on food fads discusses common food myths such as fish is "brain food" and debunks the extraordinary health-giving attributes of foods such as honey, lecithin, and dessicated liver.

The unit *Is "Natural" Healthy?* is supportive of the safe use of additives and pesticides, claiming that the use of both is carefully monitored by state and federal laws as evidenced by the banning of DDT and cyclamates. Controversial topics such as "cosmetic" additives and environmental contaminants in the food supply are not addressed. While the script admits that some processing of food results in reduced nutrient levels, it is suggested that a "balanced diet" will supply all necessary nutrients. However, the term balanced diet is not explained. Some statements such as "there is little nutritional difference between white and dark bread," need to be amplified by the teacher.

The unit concerned with fad weight reduction diets cautions against any diet that overemphasizes the inclusion or exclusion of certain foods. Nutrition labeling is also explained as an aid in learning caloric and nutrient content of foods.

The teacher's guide gives a summary of each unit along with study questions to use pre- and post viewing. Questions are geared to cognitive learning only. A bibliography and food additives glossary are also included.

While the standard of graphics in the series is outstanding, some "glossing over" of the facts, particularly in the case of additives and environmental contaminants in the food supply, make it advisable to use additional teaching resources to give a balanced view.

I,S,A **Audiovisual**
Foods: Fads and Facts, 1974. From Alfred Higgins Productions, Inc., 9100 Sunset Blvd., Los Angeles, CA 90069, 16 mm film, color, sound, 17 min., $235.

Several questions often asked regarding the comparable nutritional value of foods purchased at health food stores and at regular markets are answered intelligently in this film. A number of scientifically trained nutritionists were used as resource people, which is one of the film's greatests strengths. Various aspects of food production and processing—e.g., organic vs. commercial growing methods, use of pesticides—are logically examined and explained. The film points out the disadvantages of health food stores without appearing moralistic, and it is concluded that foods purchased in a regular market offer good nutrition. The photography is excellent, and foods are well presented. There are also some unusual scenes showing food harvesting and processing. Nutrition educators will find it a helpful resource, suitable for upper elementary students through adults.

I,S,A **Activity**
Hometrics Kit, 1977. From ENRICH, Inc., 760 Kifer Rd., Sunnyvale, CA 94086; **Hometrics,** Young, L., and C. Bielefeld, 112 pp., softcover, spiral bound; 4 posters, 12" x 16", color; measurement set consisting of a 150 cm plastic tape measure, 1 plastic 250 ml liquid volume measure, 3 plastic dry-volume measures of cup type, 5 plastic dry/liquid volume measures of spoon type, 1 immersion metal-backed Celsius thermometer, $14.95 per set. Individual items may be ordered.

The principles of metrics applied to home economics subjects are combined in this well-organized and straightforward book with accompanying teaching material. Designed primarily for use with intermediate and secondary home economics and consumer education classes as well as adult groups, the book offers a clearly written and well-illustrated explanation of metric measurement. Several activity masters allow learners to practice using metrics in everyday situations. Specific nutrition-related topics presented in metric terms are food preparation, including more than 30 recipes; food labeling; and dietary requirements.

The information conforms to the recommended guidelines of the International System of Units (SI) and the metric conversion standards set by the American Home Economics Association.

I,S,A **Audiovisual**
It's as Easy as Selling Candy to a Baby, 1977, From Action for Children's Television, 46 Austin St., Newtonville, MA 02160, film, 16 mm, color, sound, 11 min., purchase, $185; rental, $25.

"Sweet talking" TV ads—sometimes as many as 18 in one hour's viewing—have made youthful consumers a powerful force in the snack food market. The powerful messages of TV advertising that sell high-sugar foods to kids are explored in this film. Actual TV commercials are analyzed as they sell high-sugar cereals and snacks as "fun" foods.

The costs of the "easy snacking society" are discussed by Theodore C. Levitas, past president of the American Academy of Pedodontics, who shows a young child who has experienced severe tooth damage due to a sugar-rich diet. Levitas recommends that children be protected from the influences of advertising of high-sugar foods. Jean Sinclair of Action for Children's Television also

appears and strongly urges that decision-makers be made aware of these concerns.

The consciousness-raising effect of this advocacy film would be useful in triggering discussion among adults and children in intermediate grades and above.

I,S,A **Audiovisual**

Nutrition; Foods, Fads, Frauds, Facts, 1974. From Guidance Associates, 757 Third Ave., New York, NY 10017, set of 3 color filmstrips, each with cassette or 33⅓ rpm record (manual and automatic signals); Part I—*Food Choices: More Than A Matter of Survival,* 97 frames; Part II—*Food Habits: More Than Meets The Eye,* 97 frames; Part III—*Food Groups: Four To Go,* 76 frames; discussion guide and audio script, 58 pp.; $68.50.

How food habits are influenced is examined in Part I of this filmstrip series. After showing some of the social and cultural factors behind eating habits, Part II explains ways in which eating satisfies physiological and psychological needs. One result of poor eating habits—obesity—is examined in some detail. Part III is an introduction to the Four Food Groups and the specific functions of the major nutrients.

The pictures are interesting, showing people from a variety of cultural and ethnic backgrounds. Dreamlike fantasy sequences are abruptly juxtaposed to real situations at times, which could be confusing to viewers. Young and mature adults are featured except in Part III which spotlights teenagers. The three filmstrips could be used individually or as a series.

Objectives of the program, discussion questions and suggested related activities and bibliography are outlined in a well-thought-out discussion guide. The program's approach includes presentation of both sides of certain issues and motivating the student to find out more. Recommended for junior high school through adult levels.

I,S,A **Visual**

Quinua—Protein for the highlands, 1977. From World Neighbors, 5116 N. Portland Ave., Oklahoma City, OK 73112, color filmstrip with 34 frames; script booklet, 4 pp., available in English or Spanish, $5.50.

Produced with cooperation of the Peruvian Ministry of Food and designed for nutrition educators working with rural people in the Andean region of South America, this filmstrip discusses the indigenous, highly nutritious cereal quinua. Color and quality of the pictures are good. The discussion questions in the script are suitable for the intended audience or for elementary to intermediate level classes studying peoples of other cultures.

Also available, same source: **Down, Down With Hunger—Up, Up With More Food,** color filmstrip, 49 frames, script booklet, 4 pp., $7.00; this program is about food resources in South India.

S **Audiovisual**

Food: A Super Natural Resource, 1975. From National Dairy Council, 6300 N. River Road, Rosemont, IL 60018, 35 mm color filmstrip, 176 frames, cassette; 56 page teacher/leader guide; poster, 16" x 20½"; 31 page spirit master booklet; 6 color transparencies; classroom quantities of take-home leaflets; $22.

A broad approach to the topic of food, including its marketing, purchasing and consuming, is taken in this teaching package. Values clarification techniques are used for much of the discussion relating to food habits and choices, encouraging responsible consumer behavior with an awareness of alternatives.

Designed for use with high school students, the package could be used in family living, consumer education and social study programs as well as food and nutrition classes.

Such a broad spectrum of information is presented that teachers will have to study the guide at some length to determine what material will be most useful to their teaching objectives. The material is designed flexibly and can easily be used in part. The teacher's guide includes a lengthy listing of resources and a comprehensive glossary of terms.

S **Audiovisual**

Food and Nutrition: Dollars and Sense, 1975. From Butterick Publishing Co., 161 Sixth Ave., New York, NY 10013, set of 4 color filmstrips with cassette or 33⅓ rpm record (manual or automatic signals): No. 1—**The Food We Eat,** 70 frames; No. 2—**Nutrition Sense,** 72 frames; No. 3—**Getting It Together,** 85 frames; No. 4—**Spending Your Food Dollars,** 79 frames; teacher's guide, 24 pp., 12 spirit masters; $85.00.

This self-contained teaching package on food and nutrition is designed for high school use. The teacher's guide outlines behavioral objectives for each filmstrip, though they are not stated in measurable terms; pretest and post test questions are included and numerous classroom activities suggested, such as community experiences, role playing and investigative reporting. Only some of the suggested activities reinforce the stated behavioral objectives. The prepackaged spirit masters include many useful learning activities for students. A convenient feature of the teacher's guide is a textbook correlation chart giving page numbers in the most commonly used high school texts corresponding to subject matter covered in each filmstrip.

The first filmstrip takes a broad look at the influences of tradition, culture, advertising, etc., on food habits and preferences; the second focuses on nutrition; the third on meal preparation, work order and use of equipment; and the fourth on food shopping.

In subject matter, "Nutrition Sense" contains several oversimplifications. For example, metabolism is defined as the cell process of renewal and replacement, and the conversion of food to energy is not clearly explained. The teacher will have to expand on this. The other filmstrips are sound and well presented.

The teaching package is generally recommended with the reservations noted above.

S **Audiovisual**

Warning: Eating May Be Hazardous to Your Health! 1977. From Educational Manpower, Inc., Box 4272, Madison, WI 53711, color filmstrip with audiocassette (manual and automatic signals), 74 frames, 17 min., discussion guide, 10 pp., $24 plus shipping costs.

This is a very biased and superficial piece designed to acquaint students with some facets of food safety today and arouse skepticism and distrust toward both the food processing industry and government regulatory agencies. Statements about food filth, chemical additives, and excess sugar and salt in food are designed to raise questions about economic benefits and health risks.

No pretensions are made about the consumer advocacy objectives of this program. The information presented is controversial and use is recommended only if a teacher is adequately informed on all sides of the controversy and is able to comment knowledgeably on the script and discussion guide content. The photographic quality of the filmstrip is excellent. A discussion guide provides limited, one-sided background information, suggested student activities, quiz questions, filmstrip script, and bibliography. Many of the resources listed are not reliable.

S,A **Visual**

Consumer Aids for the Supermarket, 1978. From Alpha Beta Co., 777 S. Harbor Blvd., La Habra, CA 90631, teaching kit including pamphlets on labeling, unit pricing, cost comparisons, snack foods, and specific foods; a variety of sample labels, unit price labels, and 2 wall charts, 17" x 22½", $2.00.

Consumer educators teaching adults and adolescents will find useful materials in this promotional kit from a supermarket chain. Pamphlets on labeling include pre- and posttests, student activities that could be easily duplicated, and background information on labeling. Smaller pamphlets discuss unit pricing; the universal product code; and use, storage, and preparation information on several foods.

The packet includes labels—all of them featuring the store brand—which can be used for some of the suggested activities. Ignoring its promotional aspects, this low-

cost material is a good value and should be a versatile tool for teachers of home economics, consumer education, and nutrition.

S,A **Audiovisual**
Food Dollars and Sense, 1975. From Money Management Institute, Household Finance Corp., 2700 Sanders Rd., Prospect Hts., IL 60070, color filmstrip, 82 frames, cassette or record (manual and automatic signals), 19¼ min., teacher's guide and script, 32 pp., spirit masters, $4.50. Additional spirit masters 25¢ per set of 3.

Six key concepts for spending food dollars wisely are stressed, including: developing a food spending plan; shopping for good nutrition; preplanning at home; using shopping "aids" (labeling, unit pricing, etc.); developing point-of-sale skills; and storing and preparing foods properly. The cartoon approach used in the filmstrip would appeal to junior high school to adult audiences. Both U.S and Canadian food plans are mentioned, making it suitable for all North American audiences.

The information given is sound, well illustrated and summarized in an exceptionally clear presentation. The teacher's guide outlines instructional objectives and suggests additional learning experiences for each key concept. The basic concepts presented are based on the booklet "Your Food Dollar" (available from the same source for 50 cents). At the price, this is a good buy as a consumer education teaching aid.

S,A **Audiovisual**
Food Follies, 1977. From Film Incorporated, 733 Greenbay Rd., Wilmette, IL 60091, film, 16 mm, color, sound, 24 min., purchase $340. Available for rent from Consumer Reports Films, 256 Washington St., Mount Vernon, NY 10550, $35 plus $1.00 shipping.

The problems of food additives, grading standards, packaging and labeling are addressed in this documentary-style film featuring interviews with a variety of government and consumer officials. The film produced by Consumer Reports Films poses the question, "Are foods really what they seem to be?"

A strong anti-additive approach is taken, and the discussion on labeling and grading is critical and negative. The film's final "plug" is for consumers to organize and make themselves heard.

Consumer awareness of additive and labeling issues would certainly be raised after viewing this film, but additional resources might be used to balance the strong advocacy perspective. The film is suitable for high school and adult audiences.

S,A **Audiovisual**
Food for a Modern World, rev. 1978. From Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035, film, 16 mm, 8 mm, or videocassette, color, sound, 19 min., film guide, 2 pp., purchase, $300; rental, $30.

Fifty years of development in U.S. agriculture and food technology are traced, and world food shortages briefly discussed, The film implies that modern agricultural methods and especially the use of modern equipment will solve world food production problems. Information indicating that technology, marketing systems, land distribution, and other factors also play strategic roles in food production and distribution all have to be provided from other resources. The film is appropriate for teen and adult audiences.

S,A **Audiovisual**
Food: More for Your Money, 1975. From Alfred Higgins Productions, Inc., 9100 Sunset Blvd., Los Angeles, CA 90069, 16 mm film, color, sound, 14 min., $195.

Two out-of-work detectives enter a contest on how to get the most out of the food budget, and the information they learn from the local supermarket checker is the theme of the film. Specific examples of comparing and evaluating food items for nutritional quality and economy are presented. Tips on formulating a shopping list, convenience foods, meat purchasing, nutrition labeling, brand items, and unit pricing are given. The content is sound, although there is one out of date point: a reference to the MDR, instead of the U.S. RDA, as standard for nutrition labeling. Some may object to the film's dramatized story, but it would probably be enjoyable and helpful for many junior high through adult groups.

S,A **Audiovisual**
I Want to Live, 1977. From Windstar Foundation, P.O. Box 1587, Aspen, CO 81611, film, 16 mm, color, sound, 40 min., distribution plans to be announced.

John Denver hosts this documentary film on world hunger that features interviews with numerous government officials, politicians, international development experts, and world hunger lobbyists. The film opens with news clips from the Kennedy era discussing the U.S. commitment to putting a man on the moon. The point is made that this feat was made possible by a total commitment to space science and that if such a commitment could be made to ending world hunger, that feat might also be accomplished in 20 years. Some of the broad answers suggested for ending world hunger are to give farmers control over their own land (land reform), supply marketing support, provide basic hygienic services such as a clean water supply, and extend the outreach of technology.

Although overly long, the film makes a strong attempt to mobilize public opinion through the use of interviews of key leaders and by appealing to the human rights cause. It would serve as an excellent vehicle for starting discussions on world hunger with high school and adult groups.

S,A **Audiovisual**
Kitchen with a Mission: Nutrition, Kamen, B., 1977. From Encore Visual Education, Inc., 1235 South Victory Blvd., Burbank, CA 91502, color filmstrip with audiocassette (automatic and manual signals), 82 frames, teacher's manual, 20 pp., $21.

"The closer a food is to natural the healthier it is for you" is an oft repeated theme during this demonstration of preparing a nutritious meal. Geared for a junior high to adult audience, author Kamen makes many allegations in the script which stray from scientific fact. A few examples are, "we are subject to many contaminants in today's world and beans have the ability to detoxify some toxic substances...garlic acts as an antibiotic...raw foods are cell detoxifying agents..."

Although some of the basic recommendations, such as cutting down consumption of sugar and encouraging the eating of more fresh fruits and vegetables are sound, so much misinformation is conveyed that the filmstrip cannot be recommended for any audience.

S,A **Audiovisual**
Label It Nutrition, 1976. From National Dairy Council, 6300 N. River Rd., Rosemont, IL 60618, 61 color slides, cassette (manual or automatic signals), approximately 12 min.; leader's guide, 15 pp.; learner's workbook, 10 copies, 22 pp.; "milk carton" package; $18.00 per kit.

Built around the concept that nutrition labeling can help the consumer make wise food choices both at the point of purchase and at home, this self-contained program offers information and specific learning activities. A variety of techniques—leader's comments, slide presentation and audience participation—are utilized to achieve these objectives.

The leader's guide contains basic information for leaders not trained in nutrition, along with specific instructions for teaching. Professionals using the package are encouraged to add to this basic script as they deem appropriate. The slide presentation presents more technical information. Contained within the learners' workbooks are all the materials needed by the group to complete the program. However, specific labels for regional or cultural foods can easily be substituted as well as area figures for nutrient/cost comparisons for greater relevancy. The program package, a large facsimile milk carton, can also be used as a teaching tool.

This program is very well designed, containing several factors that should positively influence learner success. Nutrition educators should find it extremely

helpful in teaching consumers to utilize nutrition labeling.

S,A **Audiovisual**

Nutrition Labeling: What's in it for you? Bisogni, C., and B. Fry, 1978. From Media Services, Visual Communications Group, 412 Roberts Hall, Cornell University, Ithaca, NY 14853, 35 mm color slides, 71 slides, audiocassette, manual or automatic on 1,000 hz separate track, Norelco-type systems, 16 min., teaching guide, 34 pp., $19.

The nutrition labeling format and terminology is made meaningful with this explanation of basic nutrition information supplied through nutrition labeling. Clear visuals featuring excellent art work, female and male narrators, and a logical sequential pacing of information make this a versatile visual aid with wide appeal. Although it is designed for consumer use, many of the slides could be used for illustrating lectures for professional or student audiences. With consumer audiences, some terms, such as calorie and gram, may need to be defined for clear understanding of the audiovisual.

Six activities with accompanying worksheets explore in greater depth concepts such as U.S. RDA, nutrient function, and nutrient density. Each activity has a clearly outlined concept, behavioral objectives, and list of needed equipment and supplies. A list of selected references and teaching aids is also included.

S,A **Audiovisual**

Our Incredible Shrinking Food Dollar, 1974. From General Mills 9200 Film Center, P.O. Box 1113, Minneapolis, MN 55440. Color filmstrip, 85 frames, tape cassette narration with silent pulse, one booklet, 16 pp., printed narration, 9 pp., free loan, $15.00 purchase price. Additional booklets 25/$2.00.

A broad global view of the causes of rising food prices is given in this filmstrip, along with many suggestions to "buy good nutrition with your shrunken dollar" (e.g., reducing meat consumption, buying economical protein sources, rediscovering grandmother's good home cooking, or trying economical dishes from "other countries who have never had our riches"). The booklet reinforces the points made in the filmstrip and gives 25 recipes suited for home or class use. The information is sound, well-presented and suited for use with high school and adult audiences.

S,A **Audiovisual**

Planning to Eat?, 1977. From Tupperware Home Parties, Educational Services, P.O. Box 2353, Orlando, FL 32802, color filmstrip with audiocassette (automatic and manual signals), 63 frames, 13 min.; teaching guide and script, 24 pp.; $9.95.

Practical tips intended to help consumers plan meals, buy and store food, and organize food preparation are featured, all designed to save time, money, and energy. The program is flexible; many activities are appropriate as individual study projects and are suitable for teens and young adults.

S,A **Audiovisual**

Trash Tells a Tale, Mapes, M.C. and G.G. Harrison, 1977. From Visual Communication, 412 Roberts Hall, Cornell University, Ithaca, NY 14853, slide set with cassette, 48 frames, 8 minutes, script booklet, 10 pp., $17.25; additional scripts, $1.00.

An excellent report on the Arizona Garbage Study (see J. Nutr. Ed., 7:13-16, Jan.-March, 1975) sensitizes audiences to the problem of food waste in the U.S. The slide program also reports on the use of this study to stimulate students in a high school and in a sixth grade, to evaluate their own waste from lunches. The reaction of both the staff and students to their studies clearly indicates enthusiasm by all involved. This lively, fast-moving slide and cassette unit would be an excellent catalyst to starting studies and discussion not only of food waste, but also of the implications of world food problems and food cost. Teachers, community leaders, foodservice directors and nutrition educators will find this a stimulating program for youth and adults.

S,A **Audiovisual**

Winning the Grocery Game, 1977. From The Learning Seed Co., 145 Brentwood Dr., Palatine, IL 60067, set of three color filmstrips with two audiocassettes (manual and automatic signals): **Language and the Supermarket,** part 1, 68 frames, 20 min.; **Language and the Supermarket,** part 2, 60 frames, 18 min.; **Supermarket Survival Test,** 36 frames, with spirit master; one teaching guide booklet, 16 pp.; one "Scavenger Hunt Game"; ten research project "Grocery Investigation Cards"; 35 two-page sheets, "Dictionary of Common Food Additives"; one copy of *The Eater's Digest: The Consumer's Factbook of Food Additives,* Jacobson, M. F., paperback, 260 pp., $49.50 plus shipping and handling.

Good quality filmstrips, somewhat monotonous audiocassettes, thought-provoking activities, and a not always objective approach, are blended in a collage of teaching materials for consumer education. Skepticism about food industry motives underlies the lessons on reading product labels, comparing prices, evaluating additives and other ingredients, and analyzing promotion techniques. Brand name products are shown in all example situations.

This "mixed bag" should be balanced with additional materials and be used by a teacher or resource person who is knowledgeable about the subject content. Secondary level and adult groups should have no difficulty identifying related complex discussion issues while experiencing the activities outlined in this kit.

S,C **Audiovisual**

Voices of Hunger, undated (viewed Aug. 1976). From Time Life Multimedia, 100 Eisenhower Dr., Paramus, NJ 07652, film, 16 mm, color, sound, 35 min., purchase, $425; rental, $45.

Problems of food production and distribution in developing countries are illustrated through interviews with farmers in different parts of India. The interviews bring out the problems of lack of water and irrigation, high fertilizer costs, problems of land and food distribution, and the increasing problems of population growth and resultant pressures on available land resources.

Few solutions are offered in the film, but it could be an excellent vehicle for discussion of global food and population problems at college or senior high school level.

S,C,A **Audiovisual**

The Consumer Offensive, 1976. From Benchmark Films, Inc., 145 Scarborough Rd., Briarcliff Manor, NY 10510, film, 16 mm, color, sound, 26 min., purchase, $390; rental, $40. The film discusses the history of the "Consumer Movement" and Ralph Nader's role in shaping that movement.

C,A **Activity**

Cross-World Food Puzzle, 1976. From Education Department, Oxfam America, 302 Columbus Ave., Boston, MA 02116, poster, 23½" x 32", $1.00. Bulk rates available.

Through this poster, the individual gets involved in solving the "puzzle" of world food supply. Specific issues—land use, food distribution, marketing and nutrition—are addressed through a limited listing of pertinent facts, questions, suggestions for action, and resource organizations and publications designed to help in these activities. The plans for action are major in scope, e.g., organize conferences, a technology fair, farmer's market, etc. While they require leadership and commitment to be carried out, they also offer tremendous opportunity for increased community awareness and accomplishment. The ideas presented should trigger personal concern and thinking on the subject by adults and college students.

S,C,A **Audiovisual**

Diet for a Small Planet, 1974. From Bullfrog Films, Oley, PA 19547, 16 mm color film, 28 min., $350 purchase price; $30 for 3-day rental; preview prints available to institutions with intent to purchase.

The film is based on the book of the same title by Frances M. Lappe.

While Lappe's uneasiness before the camera and the lack of a professionally

written script are obvious, the message is clear. Protein needs can be met without meat by combining vegetable and dairy sources of amino acids in complementary proportions. Kendall W. King, biochemist and nutritionist, illustrates protein building very simply in the film with children's "pop-it" beads of varying colors to represent the various amino acids.

The types of foods that could be prepared to replace meat are beautifully illustrated by Lappe and Ellen B. Ewald, author of *Recipes for A Small Plant.* Basic combinations included grains and legumes, grains and dairy products, and grains and seeds. Lacking, however, were suggestions for breakfast, lunch, and dinner meals that would provide the day's protein requirement.

For the rest, the film is definitely committed to illustrating the unethical and uneconomic nature of a meat-centered diet. Perhaps, its major statement is made by showing that 18 million pounds of vegetable protein are wasted in the U.S. yearly through conversion to meat. Thus, cattle are fed 20 million pounds of grain, but produce only 2 million pounds of edible meat protein. The lost protein goes into building their own bodies and producing their own energy. This deficit of 18 million pounds is also approximately that required by the Third World.

The film was previewed by a panel of professional foods and nutrition educators from the University of Hawaii and State of Hawaii agencies. They agreed that the film would be a useful educational tool and that it contained no factual inaccuracies of a nutritional nature.

S,C,A **Audiovisual**

Let's Eat Food, 1975. From McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020, film, 16 mm, color, sound, 35 min., film guide, 4 pp., purchase, $490; rental, $41.

Intended for high school, college and adult audiences, this film discusses the food we eat and how it affects our health. A long commentary by a rather grim-faced Tony Randall informs viewers that Americans are far from being the healthiest people on earth. Heart disease is pointed out as the number one killer disease and is termed a disease of over-nutrition.

Several authorities follow, speaking on various topics related to nutrition, including "junk foods" and their influence on eating habits, theories on dietary prevention of heart disease, sugar and its effect on dental caries, and iron deficiency in children.

Viewers may be left wondering just what they should eat, and the summary shots of "good foods" showing fish, whole grain breads, vegetables, low fat dairy products and fruit are restrictive and may not clear up confusion. Nutritionists may wonder why certain foods usually included in fat-modified diets, such as poultry, were not included.

The controversy over whether everyone should adopt an American Heart Association-type diet still reigns, and this film will probably be viewed favorably or unfavorably by nutritionists, depending on their position on this issue. From an educational point of view, the film lacks clear direction and fails to reinforce main points. The film would also benefit from some judicious editing of its 35-minute length.

The teacher's guide includes pre- and post film activities, a film summary and a bibliography. The activities are largely geared to familiarizing students with labels and percentages of fat and carbohydrate in common foods, investigating the local food environment, and encouraging analysis of personal food habits and values.

S,C,A **Audiovisual**

Nutrition: The Consumer and the Supermarket, 1976. From Barr Films, P.O. Box 5667, Pasadena, CA 91107, film, 16 mm, color, sound, 15 min., 2 pp. discussion guide attached to film cannister; purchase, $225; rental, $22.50

Shopping for the best nutritional buys for the food dollar is the focus of this film. A quick review of the Four Food Groups precedes a survey of one food, the potato, and the many forms in which it can be purchased. Processing and packaging costs are discussed, and the point is made that nutritional value may be lost in processing.

Various influences on food buying are discussed, such as advertising, supermarket arrangement and shelf layouts of foods, and packaging.

The film concludes with tips for thrifty food shopping, which include unit pricing, open dating and labeling in general. Nutrition labeling is not discussed in detail, which is unfortunate in a film that stresses nutrition and food buying skills. However, the film is sound and should be useful for consumer education in high school and community college, home economics classes and adult education programs.

S,C,A **Audiovisual**

Read the Label, Set a Better Table, Food and Drug Administration, 1974. From The National Audiovisual Center, Reference Section, General Services Administration, Washington, DC 20409, 16 mm color film; free loan from any regional FDA Office or the Modern Talking Pictures Service, 2323 New Hyde Park Rd., New Hyde Park, NY 11040.

This film was designed to appeal to all ages, and it describes the FDA nutrition labeling program in a lighthearted manner. It draws the consumer's attention to what information may be found on the label and why. Dick Van Dyke is the narrator and central character, and he humorously stresses the need to read labels to make wise food choices. Animated musical sequences describe the major nutrient classes and point out that different nutrients perform different functions.

The film does an excellent job of increasing or creating *awareness* of nutrition labeling in the viewing audience, which is an essential first step in teaching consumers how to use the label information. Recommended for use in a wide variety of groups.

Also available: *Read the Label, Set a Better Table,* 8 pp. leaflet, from FDA offices.

C,A **Audio**

The Organic Food Ripoff, Whelan, E., 1976. From Spenco Medical Corp., P.O. Box 8113, Waco, TX 76710, cassette tape, 30 min., $9.50.

The natural food "hoax" and "organic food ripoff" are discussed in an interview between a popular food writer and an M.D. health educator. Whelan decries the use of the terms "natural" and "organic" and goes on to extol the virtues of additives.

"Tobacco is deadly and additives are safe" is her basic message. She claims she can name no examples of dangerous additives and that far more is known about food additives than about naturally occurring toxicants in foods.

A wide range of topics is touched on superficially, such as cholesterol in the diet, vegetarianism, vitamin supplements, etc. Whelan concludes her discussion with the suggestion that the public should spend more time worrying about the "real health threats" of smoking, too much saturated fat in the diet, overeating and lack of exercise rather than being anxious about food additives.

Whelan's strong opinions and generalizations may provide the basis for spirited follow-up discussions among nutrition students at college level.

A **Audiovisual**

Buying Foods, New Media Associates, 1975. From J. Weston Walch, Publisher, P.O. Box 658, Main Post Office, Portland, ME 04104, 22 color slides, 27 pp. script booklet, $18; cassette commentary, $7.75.

Newlyweds Jack and Jill don't fall down in their roles as wise consumers as they discover how to make economic and nutritious food choices. A good variety of foods are discussed and several worthwhile suggestions are made. Unfortunately several questionable statements in the script detract from the program's value. For example, eggs are described as "pure protein and perhaps the most nearly perfect food because they contain most of the vitamins and minerals essential to a balanced diet." Canned vegetables are said to have little value as food unless served with the liquid in the can. A "newer and more scientific" food

grouping system is described: Proteins, Carbohydrates, Fats (which include milk and cheese) and Vegetables. The script also spends too much time identifying foods pictured in the slides rather than providing more information. No answers are provided when appropriate to those discussion questions suggested for each slide in the script. The material is suggested for adult audiences.

A **Audiovisual**

The Community as a Classroom: Trips, no date. From Bank Street College of Education Bookstore, 610 W. 112 St., New York, NY 10025, filmstrip, 24 min., color, with 33⅓ rpm record. This filmstrip tells about the planning for and experience in making use of local community resources. The examples are a fishing port and food market.

A **Visual**

Treat TV with T.L.C., 1976. From Action for Children's Television (ACT), 46 Austin St., Newtonville, MA 02160, poster, 8½" x 11", first copy free; additional copies 25¢ each.

This parent-directed poster suggests how you can "talk about TV with your child," "look at TV with your child," and "choose TV programs with your child." Included in the topics are suggestions that parents talk with their children about TV foods that can cause cavities and help them choose healthy snacks.

ACT is performing a public service by offering this colorful poster. Children's dentists, pediatricians, educators and parents should place it on prominent display.

G **Visual**

Chemical Cuisine, 1978. From Center for Science in the Public Interest, 1755 S Street, N.W., Washington, DC 20009, three-color poster 24" x 18", $1.75. Bulk prices available.

More than 50 additives and their primary uses are listed in this consumer education poster based on information from *Eater's Digest* by M. Jacobson. The additives are color-keyed into three categories: avoid, caution, and safe. The *avoid* category labels an additive as "unsafe in the amounts consumed or is very poorly tested"; an additive listed under *caution* "may be unsafe, or it is poorly tested, or it is used in foods we eat too much of"; the *safe* category lists an additive that "appears to be safe."

According to a news release promoting the poster, it was produced to provide consumers with "more objective information about food additives than they are getting from industry or from the government." Objectivity is relative, however, and this poster has its biases, for example, against sugar (sucrose) which is in the *avoid* category; while corn syrup (dextrose) and invert sugar are listed in the *caution* group, and milk sugar (lactose) is considered *safe*. Although sucrose, dextrose, and fructose are termed "sugars" lactose is termed a "carbohydrate." In the current nutrition faddism, carbohydrates are *safe* but sugars are *avoid* or *caution*, even though all sugars are carbohydrates; hardly an "objective" presentation.

The placing of certain additives in *avoid, caution* or *safe* categories is not supported by data available in scientific literature.

There are several errors of fact: clostridia, including the botulism bacilli, are resistant to the concentrations of sorbic acid used in foods, yet this chemical is suggested as an alternative to nitrites in bacon; phosphoric acid and its salts have not been demonstrated to cause "dietary imbalance" that "may be causing osteoporosis."

Editorial comments such as "everyone should eat less salt" are interspersed with factual information. Hints on "good" nutrition are given as gospel and a brief, superficial discussion of "cancer testing" is included with reference to thalidomide, a drug which causes birth defects not cancer in some species of animals including humans. In short, *Chemical Cuisine* has a handy, colorful format with some interesting information and much personal opinion.

S,C,A **Audiovisual**

The New Alchemists, 1976. From Benchmark Films, Inc., 145 Scarborough Rd., Briarcliff Manor, NY 10510, film, 16 mm, color, sound, 29 min., purchase, $395; rental, $40.

The New Alchemy Institute is an experimental farm community on Cape Cod that is exploring the feasibility of feeding a community through intensive food growing and aquaculture practices. The film documents the self-contained ecosystem used on this experimental farm as a low-energy, low-polluting alternative to mechanized, large scale agriculture.

Produced by the National Film Board of Canada, the film vividly depicts the creative hard work of this group of scientists dedicated to living self-sufficiently while making minimum demands on the earth's resources. While not "strictly speaking" a nutrition education topic, the role of energy in food production is an issue of concern to many nutrition educators. This film does an admirable job of addressing one solution to that issue and is recommended for use with high school, college and adult audiences.

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